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ABSTRACT

Based on a survey of more than 160 colleges and universities in 13 western states, this report examines the programs which have been developed by institutions of higher learning to meet the various needs of minority groups and urban centers. Its purpose is (1) to make available to college and university administrators and faculties a broad general description of the types of programs which currently exist and (2) to list the locations of these programs. Representative programs are described in the document. In addition, tables listing all of the types of programs at all responding institutions are presented. A list of the responding institutions and the questionnaire used in the survey are also included. (TL)

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URBAN AND MINORITY CENTERED PROGRAMS
IN
WESTERN COLLEGES AND UNIVERSITIES
1969 - 70

Western Interstate Commission for Higher Education

RC 003922

THE GREAT SEAL OF THE STATE OF UTAH 1896

THE SEAL OF THE STATE OF WASHINGTON 1889

GREAT SEAL OF THE STATE OF WYOMING

THE GREAT SEAL OF THE STATE OF CALIFORNIA

THE GREAT SEAL OF THE STATE OF MONTANA

STATE OF OREGON 1859

GREAT SEAL OF THE STATE OF NEW MEXICO 1912

GREAT SEAL OF THE STATE OF ARIZONA 1912

STATE OF COLORADO 1876

THE GREAT SEAL OF THE STATE OF NEVADA

GREAT SEAL OF THE STATE OF IDAHO

STATE OF HAWAII 1959

THE SEAL OF THE STATE OF ALASKA

WICHE is a public agency through which the people of the West work together across state lines to expand and improve education beyond the high school.

HISTORY:

- was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states;
- was formally established in 1951, after ratification of the compact by five state legislatures; program activity began in 1953.

ORGANIZATION:

- is composed of 39 commissioners, three from each state, appointed by their governors; they serve without pay;
- is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSES:

- seeks to increase educational opportunities for western youth;
- assists colleges and universities to improve both their academic programs and their institutional management;
- aids in expanding the supply of specialized manpower in the West;
- helps colleges and universities appraise and respond to changing educational and social needs of the region;
- informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

- serves as a fact-finding agency and a clearinghouse of information about higher education, and makes basic studies of educational needs and resources in the West;
- acts as a catalyst in helping the member states work out programs of mutual advantage by gathering information, analyzing problems, and suggesting solutions;
- serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services;
- has no authority or control over the member states or individual educational institutions; it works by building consensus, based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

- is financed, in part, by appropriations from the member states of $15,000 annually; nine states also contribute $7,500 each to participate in a regional mental health program;
- receives grants for special projects from private foundations and public agencies; for each dollar provided by the states during the past year, WICHE has expended more than six dollars from non-state sources; in the past 13 years, grants have exceeded $9.5 million.

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There is the myth that every problem has a solution. But some problems will never be solved and can only be reshaped and reformed. Do you want an example of a problem which can never be solved? It's illustrated by Groucho Marx, who once resigned from a country club with these words, "I don't want to belong to the kind of club which accepts people like me for members."

. . . We must learn to meet life in a series of tentative and impermanent approximations, knowing that the final goals may never be reached, that the last truths may be forever unknowable, but that life holds nothing more precious than the process by which, to the fullest stretches of which man is capable, we stretch the mind and the heart.

Leo Rosten

From an address at the National Book Awards and read into The Congressional Record of April 10, 1962.

URBAN AND MINORITY CENTERED PROGRAMS IN WESTERN COLLEGES AND UNIVERSITIES
1969 - 70

Report of a WICHE Staff Survey Made
in the Spring, 1969.

Compiled by
Robert H. Kroepsch
and
Ian M. Thompson

Western Interstate Commission for Higher Education
P. O. Drawer P Boulder, Colorado 80302

November, 1969

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**Member 1969-70 Executive Committee*

PREFACE

This presentation is not complete.

Why? Because changes are occurring with such rapidity that "pictures" taken on our campuses as recently as late spring do not portray the current scene with accuracy. Some institutions then in turmoil are now fairly calm and peaceful, while others with no obvious history of unrest are making national headlines.

No college or university is immune; nor can any hope to be, as long as society itself continues to build pressures over complex issues. In a sense, the academy is the safety valve for us all.

Those with responsibility for the higher learning — regents, administrators, faculties, students, legislators, and citizen leaders — are faced with a dilemma. To what extent should we apply more and more force in an attempt to keep the lid on the pot? To what extent should we be trying to reduce the pressures inside the pot, pressures which threaten the very existence of our society as we have known it?

This document reports on a survey conducted in the spring of 1969. It describes how western institutions are responding to the multifaceted problems of minority and urban crises. Many of these programs were and still are in the planning stage; others have already been instituted, but have been in operation but a short time. Some may turn out to be ineffective and nonrelevant; others, hopefully, will be innovative, successful, and hold promise for other institutions.

In the preparation of this report, colleges and universities were asked to send information on *selected* programs, not all of them. Even so, such a quantity of material was received that not all of it could be used. Then, too, some institutions with noteworthy programs did not respond to the questionnaire; thus, they are not included.

A special acknowledgement is due to Ian M. Thompson, a former WICHE staff member, now a free lance writer in Durango, Colorado. The essay in Part II is his, as is the general scheme for selecting and organizing the material. Lee Gladish and Dorothy Buck of the WICHE staff provided technical assistance in layout, design, and editing. Their continued contributions to WICHE publications are much appreciated.

However, the bulk of the material contained in this publication was contributed by the more than 160 western colleges and universities. To them, we are deeply indebted. By enabling them to share this information, WICHE hopes to assist other institutions to respond to the changing social and educational needs of the region. This is one of WICHE's stated goals.

Robert H. Kroepsch
Executive Director

Boulder, Colorado
November, 1969

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A booklet entitled *Graduate and Professional Opportunities for Minority Students in the West* is available in limited supply from WICHE's publication unit. In addition, several papers related to graduate education of minority students are being prepared for publication and will be available in early Spring, 1970. The collection of papers will include a review of selected ethnic studies programs in western institutions.

PART I

OUTLINE OF THE STUDY

Urban and Minority Centered Programs in Western Colleges and Universities is the initial result of a request that the staff of the Western Interstate Commission for Higher Education examine the potential for service by higher education to both the urban centers and the ethnic minorities of the American West.

The request came from WICHE Commissioners representing western states ranging from those that are highly urbanized to those that are rural and sparsely populated. Staff has begun that examination by determining what current efforts are being made by higher education to meet the needs of urban centers and minorities. The results, as shown in this publication, are impressive.

More than 160 colleges and universities in the 13 western states completed and returned the survey form. Many attached far more complete descriptions of their programs than was requested in the form. Others chose to simply indicate the variety of their programs in the limited space available on the form.

The purpose of this publication is to make available to college and university administrations and faculties a broad, but general, description of the types of programs that currently exist and to list the locations of those programs. This is done with the hope that individuals seeking to initiate or improve urban and minority programs will have a source of information on other campuses about the methods, substance, and form that have already been tested.

Included in this publication is a list of responding institutions and the administrator or faculty member whose signature appeared on the questionnaire.

Because such a large amount of material was received in response to the survey, no attempt was made to include complete descriptions of all programs currently underway in the 13 western states. It was decided, instead, to include descriptions of a few programs now existing at several institutions ranging from community colleges to medical schools. Tables listing all of the types of programs at all of the responding institutions are found in Part IV.

Programs selected for description in this publication were not chosen because they were judged to be the "best" currently in existence. No evaluation of programs was made by WICHE staff. The programs were selected because they appeared to be representative of the capability of various types of institutions of higher education. It is also hoped that they will serve as models which can, realistically, be adopted by a variety of institutions seeking to further their own response to urban and minority needs.

Programs range from the excellent health-oriented projects sponsored by the San Francisco Medical Center of the University of California to a brief description of the Interethnic Project at Fort Lewis College in Durango, Colorado, where American Indian students are admitted tuition free.

Many of the western colleges and universities which do not appear in the list of respondents replied that programs at their institutions were in very early planning stages and that it was too soon for them to indicate shape and substance.

WICHE is currently responding to broad and to particular urban and minority problems in the West with a range of programs that includes efforts in special education, medicine, the helping services, manpower training, and economic development.

PART II

CURRENT TENSIONS

By Ian M. Thompson

The season in which this book is being born would be referred to by Americans as a "cool summer," the summer of 1969. The term "cool" refers not to the physical temperature of the nation but to the social temperature of America, her minorities, her cities.

However, the season in which the idea for the book was conceived and the book was given its initial thrust toward reality was not so "cool," that was the summer of 1968.

The summer of 1968 was the fourth of those "long, hot summers" which began with Watts in 1965. In the summer of 1968, America was still feeling the shock of the slayings of Martin Luther King and of Senator Robert Kennedy.

It was the summer of the Kerner Commission Report on Civil Disorders with those introductory statements:

> This is our basic conclusion: Our nation is moving toward two societies, one black, one white—separate and unequal. Reaction to last summer's disorders has quickened the movement and deepened the division. Discrimination and segregation have long permeated much of American life; they now threaten the future of every American. This deepening racial division is not inevitable . . . .

The summer of 1968 was a season of presidential campaigning, of talk of cities, of talk of law and order. It was a time of crescendo in the anti-war movement, a time of hope and despair ingrained into the planks of party platforms. It was a time of young, angry faces and policemen, a time of black faces and militia. It was a time of paralysis in the face of bigness, complexity, inevitability, and even fear and despair.

In comparison to the summer of 1968, the summer of 1969 is a cool one indeed. It is difficult to remember the leaden weights of that time upon our minds, our tongues, our limbs.

"*It is believed that a general program to improve the social and cultural position of the Alaska natives should include study of the language combined with teaching of native history and culture. The hope of such a program is to help produce native students who are secure in their self-identity, which is so important for their social and intellectual development. Equally important is the development in the non-native of understanding and respect for cultures different from their own. It is vital for us in Alaska to become involved in programs which can help to prevent the present difficulties which the rest of the country is facing with its cultural minorities.*

Alaska Native Languages Project, University of Alaska"

By the summer of 1968, the fever which gripped American society was being felt throughout our academic communities. Not only were the diseases and disorders affecting the society as a whole visible from within the academic community, but also students, faculty, administrators, and governing boards were asking that institutions become involved in the lessening of crises and were seeking ways in which to do so.

It is the purpose of this book to bring together information on what is being done by colleges and universities in the 13 western states to help solve the twin crises of urban growth and of minority entry into the American mainstream. This is done with the hope that colleges and universities, as they embark upon what is essentially a new enterprise for all of them, will find suggestions and guidelines here to incorporate into their particular plans and programs.

The combination of urban ills with the minority crisis in this book is logical only so far as that is the way they usually appear in the collective and individual consciousness of America. In reality, they should be either separated entirely or grouped together under a single problem-heading embracing far more than either cities or minority groups alone.

Our urban ills result from the rapid and unplanned growth of our cities in a technological environment requiring detailed planning. To benefit from our great technological advances we, as human beings, must conform rigidly to certain rules governing our movements in space and time. Our cities have evolved in such a way that they seriously obstruct our attempts to conform with those rules. Attempts to make them more compatible with the demands of a technological society have been stopgap, often self-defeating, and often the cause of more social and cultural disruption than of technological cure.

The oft-repeated tale of taking longer to get to the airport than from there to one's transcontinental destination is no joke. It is as often true as not. It is a single, dramatic example of the tension that has arisen between man and city. The jets which whisk more and more of us to and fro on our daily rounds represent one of our more beneficial and acclaimed technological advances. Air transportation, though, waits for no man. One must adhere rigidly to the rules governing starting time and place if one is to directly benefit from jet travel. Our cities resist our need to obey these rules. Thus, another freeway slices along the path of least resistance and across intangible social and cultural arteries. Something is gained, more may have been lost.

Maps of freeways slicing across cities can often provide us with more information than simply on how to get from one place to another. Freeways are rooted near the residential areas of the vast American middle class and branch into regions of high-density, white-collar, and blue-collar employment; i.e., industrial and office centers. But freeways *follow* the path of least resistance; i.e., via the city's low-income residential centers — the ghettos. There are few entry-exit ramps enroute. Thus affluent residential centers and high-density employment centers are provided the most access yet the least freeway disturbance; low-income areas have the most freeway mileage and fewest entry-exit ramps. So the man in the ghetto gets a job. Now to get onto the freeway . . .

> *“On May 20, 1968, the Faculty Senate of ASU adopted a resolution ‘to investigate and facilitate means by which ASU faculty can help improve the socio-educational position of the disadvantaged in the Phoenix metropolitan area.’ In response to this resolution, President G. Homer Durham established a faculty/student Committee on Services to the Disadvantaged . . .*
>
> *Center for Community Services, Arizona State University”*

But it is not the ghetto dweller, alone, who suffers in the increasing tension between man and city. It is, ironically, the affluent metro dweller, regardless of color or ethnic origin, who suffers the most from the tension between city and man and between city and technological advance. It is the man who has the most exit-entry ramps and who has reason to use them. It is the man who paid for the freeways and for whom they were constructed.

There is a great deal in common between the affluent, middle-class metro dweller wearing either a white or a blue collar and the men, women, and children living in the low-income ghetto. Both came to the cities for the same reason — to find a broader avenue to personal fulfillment and achievement than was offered in the place being left behind. The middle-class metro dweller came earlier and often via the university. He came not only from the emptying countryside but from abroad as well. The ghetto dweller comes now not only from broken tenant farms, bankrupt one-family farms, dying small towns, but also from Mexico, Puerto Rico, and Cuba. His reasons for coming are not so different, so peculiar, that we cannot see them in our own memories.

But now there is a difference. The cities have expanded beyond efficiency and effectiveness. Even the affluent metro dwellers seek to be relieved of the burdens and the frustrations of paying the money and providing the will to operate our cities, much less improve them. They question the advantages of greater opportunity for success in cities whose skies are clogged and hazardous, whose living costs spiral visibly by the month, whose services are disintegrating, whose governments have been unable to keep up with needs, whose schools are wracked by dissension and violence, and where aging and dying have become a lonely, institutionalized, pitiable, dreaded process.

In the late sixties a sacred American practice based on an unquestioned assumption has crumbled before our very eyes. That is the urban practice of frantically and constantly trying to attract "new growth" based on the assumption that the arrival of new industries, greater populations, and new mercantile enterprises is the sign of a healthy economy and the means to a better way of life for the citizens of the city. What we have found instead is that each new resident of a city, each new automobile in a city, costs twice as much to add as it does to accommodate an existing one.

Already more than 70 percent of our population lives on less than 2 percent of our land area, and the imbalance continues to grow worse. Older and larger cities sigh with relief at the loss of industry and population. Younger and brasher cities still clamor to get them . . . with planning to come later when the economy can pay for it.

Middle-class metro dwellers have seen their lot degenerate; the more recent arrival in the ghetto has not seen his lot improve.

Ironically it was the frustrated ghetto dweller, not the more articulate middle-class dweller, who finally changed the meaning of the words "city" and "urban" in the American mind.

The racial violence of the long, hot summers caused a crystallization of awareness about

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> “*Twenty minority students . . . with the assistance of two counselors and a grant of $11,281 from the Los Rios District . . . spent the summer of 1968 visiting homes, pool halls, and recreation parks to talk with non-employed minority youth over 18 years of age about the advantages of attending college in September. Forty-five of the recruited youth registered in the fall of 1968 at American River College, nine at Sacramento City College, and nineteen at Sacramento State College.*
>
> *College Awareness Program, American River College, California*”

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the plight of our cities that now goes far beyond minority rights and demands. Cities, for the first time in America, began to be seen as suffering from grave environmental crises and decay. Far more than the fortunes and dignity of ghetto dwellers is at stake, but they are the ones who started us down the road to salvage our cities — if salvage is now possible.

Though the minorities have focused our attention on the cities, the roots of the minority crisis, and to a degree the urban crisis as a whole, do not lie within the city or statistical limits of our crowded metropolitan areas. To the contrary, these roots lie in the 98 percent of our land mass that nurtures less than 30 percent of our population.

Though no one has yet seemed to hit upon a very acceptable figure, there is a maximum population that can exist in any one city without population overload and the governmental, social, and cultural crises that accompany it. When approximately three quarters of our population is squeezed into one fiftieth of our land area, it appears apparent that overload symptoms are going to occur with frequency.

The urban migration has been as American as apple pie. It is not only a continuing reality but also a part of the folk and popular culture of this nation. If the trend continues at the rate that it has for the last 50 years, then by the end of this century our cities will contain at least 90 percent of our population.

For the population as a whole, there are indications that the urban migration is beginning to slow, that the advantages of urban living are now being overcome by the trials and frustrations of urban living. But for our minorities, it is likely that the migration will continue.

For our minorities it is still true that more job opportunities exist in cities, that better job training and retraining programs exist in cities, that better relief programs exist for those who will never be able to find employment, and that population as a whole is still more tolerant of minority groups than is true in rural areas. For individuals and families seeking dignity, this last point is a vitally important one.

As middle-class families begin to leave cities for small towns, many times they do so with the hope of escaping minority problems in their neighborhoods and schools. They arrive in small towns with little tolerance for the awakening conscience of rural America toward its own minority problems . . . thus increasing tension and prejudice already at a peak in rural areas.

The problem facing America is not one of minorities alone or cities alone or even the two combined. The problem, the crisis, facing America is one involving the total physical, social, economic, and political environment of this nation . . . urban and rural, minority and majority.

How do we increase the percentage of the land area on which most Americans choose to live from 2 percent to even 10 percent? This cannot be done by government policy telling people where they must live. Nor can it be done by rational argument alone. Greater areas of the American land mass must become more desirable as places in which to live.

How can the countryside of America be made attractive to persons seeking homes without that countryside becoming plagued with the same threatening environmental disruptions that characterize our cities? Can the increasingly oft-mentioned "new towns" avoid the mistakes of the old ones? Can rural industries be constructed which do not mar the attractive, clean, open spaces of rural America in the same manner as free enterprise and technical "necessity" have scarred the approaches to our cities?

> "*Antelope Valley College has functioning an advisory committeee composed of lay black personnel and college staff. The purpose of the committee is to assist the college in arriving at a decision to better serve the students from the black community.*
>
> *Black Studies, Antelope Valley College, California*"

Can the all-important cultural milieu of cities be transplanted in recognizable and desirable form to smaller new towns? Can quality medical and educational services be provided outside their established strongholds in cities?

Can the vast, complex American technological system be restructured to exist in harmony beside the natural bioecological and social systems of this nation, continent, and planet?

When one speaks of minorities, one is speaking of a single element in the human ecosystem of an entire nation. When one speaks of cities, one is speaking of a single element in the human and natural ecosystems of an entire nation and more. And it is to these systems that our concern must turn. Saving the cities and helping their minorities may well be winning the battle at the expense of the war.

It is when one looks at the twin "crises" of city and minority in America from within the above framework that the attempts by institutions of higher education to meet this challenge are not totally comforting.

Many of the programs described in the following pages are specific responses to specific pressures, fears, anxieties, and demands that were felt by the academic community during four violent years. The future good they represent — especially for minorities — will be of great magnitude. And not all of the programs described are hasty responses to the pressures of post-Watts America. Some predate Watts. Others are being planned or are in operation at schools outside cities and that have been presented with no minority "demands."

The lack of descriptions of attacks on the human and natural environmental crisis as a whole is the disturbing factor in the following pages. Perhaps this is simply because the questionnaire did not direct itself to such programs but, if such programs and efforts did exist, it is logical that traces of them would have appeared frequently in these descriptions of specific projects.

It is probably not too much of an assumption to state that our academic institutions have not yet oriented themselves to meeting their part of the environmental crisis in America. They are not now capable of doing so in an organized, coherent, and integrated manner; but this stems from the nature of our colleges and universities themselves and may be one of those problems that will never be solved.

Our environmental crisis is not one that respects the boundaries of cities, of parishes, of townships, of counties, of states, or even of this nation. It is no respecter of ethnic differences or of economic, social, and educational classes. It can only be met by institutions rooted in regions and nations as a whole. Perhaps that rules out institutions of higher education.

Our environmental crisis is not one that recognizes the boundaries of academic disciplines. It is no more technological than it is theological; it is no more biological than it is psychological; it is no more social than it is physical and natural. Perhaps that fact rules out a significant contribution from colleges and universities even to the extent of educating disciplined generalists with the ability to comprehend and to attack the sources of our environmental decay.

And while it can be argued that the disciplines in our institutions of higher education

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> "*The College Outpost Office of the Long Beach Fair Housing Foundation will help minority group members from within the college community to find suitable housing. Volunteers will accompany minority group members in their search to determine if housing advertised for rent is in fact open.*
>
> *College Outpost Office of the Long Beach Fair Housing Foundation, California State College at Long Beach*"

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can be seen in combination as encompassing the total body of human knowledge, the environmental crisis in America is of such a nature that the sum of the parts of the university as it exists do not add up to the whole of the milieu in which we live . . . nor of the problems which we face.

So it is most likely that the urgently necessary attack on our environmental problems will come from new kinds of institutions existing at regional, national, and international levels. The part played by institutions of higher education will be that of a single component contributing in unique ways to these new institutions.

But it is not the purpose of this book to examine what colleges and universities are not doing. Instead it is an examination of what is being done or planned.

Many of the programs, like this book, were conceived during four violent years in recent American history. This year, 1969, has been characterized by apparent calm. By now, perhaps, we can begin asking if a cycle of violent disruption has come to an end, if life will assume a more placid normalcy.

If the answer is "Yes" then what becomes of these programs? Will the ones that were simply a response to violence disappear now that violence itself no longer seems a threat? Or has a sense of commitment resulted from their birth which will carry them on as long as they are necessary in order to remove the causes of the four years of turmoil?

Will the calm of 1969 allow time to rationally and effectively broaden the scope of these efforts and to perhaps bring them more into harmony with the purposes of the academic community? These are crucial questions to the future credibility of our institutions of higher education and the peacefulness and viability of our society and form of government.

In the spring of 1969, James Gavin, chairman of Arthur J. Little, Inc., could still say in a paper presented to the American Association of Higher Education:

> The gap is widening between the incomes of blacks and whites.
>
> Hard core unemployment remains constant even in the face of accelerating inflation and acute labor shortages in many parts of the country; and the unemployment rate of black, Puerto Rican, Mexican-American, and Indian youth is more than twice that of white youth.
>
> Welfare costs are spiraling at a dramatic rate.
>
> The infant mortality rate of the United States is about the highest of any major, industrial nation and our longevity rate is among the lowest. Indeed, the infant mortality rate of the Mississippi Delta is only about a tenth of one percent below that of India.
>
> Thousands of Americans suffer from malnutrition and even starvation in spite of our tremendous agricultural productivity.
>
> The social, psychic, and economic costs of crime are escalating.
>
> Commercial interests continue to encroach upon those of conservation and recreation. Precious and irreplaceable forests, watersheds, lakes, and beaches are being ravaged and lost.
>
> Environmental pollution is a national disgrace and approaches crisis dimensions in many sections of our country.
>
> "Quality of life" issues are emerging as important concerns of more and more citizens, young and old. But our youth in particular are pointing up the conflict between the human values espoused by our society and the impersonal, bureaucratic, often materialistic characteristics of individuals and institutions importantly influencing the quality of life in our society.

And Peter Muirhead, at the same AAHE convention, could still quote Daniel Patrick Moynihan in the following manner:

> The teeming, disorganized life of impoverished slums has all but disappeared among the North

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"Chico State College's Upward Bound Project enrolls 115 students from 28 high schools scattered throughout northern California. It is one of the largest of the 297 projects. Students are small town or rural youngsters.

Upward Bound Project, Chico State College, California"

Atlantic democracies — save only the United States. It can be said with fair assurance that mass poverty and squalor, of the kind that may be encountered in almost any large American city, cannot be found in comparable cities in Europe, or Canada, or Japan.

The cycle of violence that characterized America for four years may now be over. The causes of that violence seem not to have diminished. In the following pages are programs which arose, in part, from violence. Hopefully they will continue to exist and to expand until they have removed the causes of violence in America — to the extent that that goal can be achieved.

> “*Both the college and the planning center are concerned with today's social problems of racial injustice and educational inequalities. Both are striving, as Sister Mary Ambrose Devereux, president of Holy Names said, '. . . for a more humane community in the geographic area in which both institutions exist and function.'*
>
> *College of The Holy Names, California* ”

PART III

SELECTED PROGRAMS

The response to minority and urban needs in the American West by western colleges and universities is impressive. Of the more than 160 institutions replying to the WICHE survey, fewer than ten indicated that they had no programs aimed at bringing the benefits of education to minority groups.

Millions of dollars are being expended on this effort from federal, state, municipal, and institutional sources. A significant number of institutions listed projects and programs for which the funding burden is carried by the institution itself and many times with volunteer student help.

Most of the minority-oriented programs fall into the category of what might be called "college readiness programs" or "educational opportunity programs." These programs attempt, and achieve, the preparation of academically deprived minority members for entering college on an equal footing with students from middle-class, educationally oriented homes.

These college preparation programs have caught the attention and mobilized the efforts of several elements of the academic community at scores of western institutions of higher education. Students and faculty dedicate many volunteer hours to the operation of these programs. The persons participating in the efforts are by no means only those from minority groups but include hundreds of individuals acting from conscience and the desire to understand the minority crisis in America today.

Many of these college preparation programs include more than intellectual grooming. Attention is often given to medical, dental, mental health, and social problems involving the volunteer efforts of professional persons from the communities, small and large. Town and gown are working together.

Another frequently occurring program is that aimed at improving the educational standing of adults in minority groups who will not be entering college in the future. Again these programs mobilize the efforts of persons within and without the academic community.

But these types of programs are not an intrinsic part of the curricular offering of colleges and universities. Scholarly recognition of minority cultures, their histories, present and future, is increasingly apparent in the number of special courses, departments, and even

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> "*Faculty for black studies shall be black teachers. Faculty for black studies courses will be interviewed by a committee of black students, department chairmen and administration. The committee will screen the applicants for acceptability.*
>
> *College of Marin, California*"

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schools that are being created to transmit knowledge of minority contributions to the American cultural, political, social, and economic milieu.

It is difficult to conclude from the questionnaire the significance of formal demands on decisions to initiate minority and urban oriented programs. Of the institutions which indicated even minimal minority or urban effort, 88 percent had received demands, requests, or suggestions that they initiate programs. There was no indication on the questionnaire as to whether or not programs had actually resulted from these requests or demands.

Sixty-six percent of the institutions which had received no demands or requests also have initiated programs. The replies did not indicate whether or not they had been initiated to avoid a campus crisis.

Not all of the groups making requests and demands were comprised of minority members. Many times, the requests came from middle-class white students and faculty members. Sometimes they came from concerned middle-class citizens off-campus.

Not all urban programs are to be found on urban campuses, and not all minority programs and studies are limited to campuses having significant numbers of minority students. A number of rural institutions and institutions in small towns are now offering or planning to offer courses and degrees relating to both of these topics. The reason given for this is the need for their students to understand minority issues and their need to comprehend the urban environments in which most of them will probably spend their lives.

The following selected program descriptions, quoted directly from the questionnaires and attached literature, are intended as a guide to administrators, faculty, and students who wish either to begin new programs or to restructure current ones and are seeking information on ways to proceed.

The inclusion of programs here should not be interpreted as a judgment that they are the *best* offered in the West.

They were selected for their ability to demonstrate the variety of possible approaches and to suggest concrete steps that are now a reality and are proving effective in the opinion of the responding institution. Also included are samples of minority group demands and requests accompanied by the text of institutional reactions to such pressures.

Part IV of this publication includes tables showing all of the responses from the participating institutions indicating their current or planned programs. Inquiries about specific programs should be directed to the institutions' respondents. Their names are listed in part V.

> “*In general, the campus community feels strongly that the College Readiness Program serves an extremely important role in the education of what has been described as the 'hardcore uneducable' minority student. Preliminary studies indicate that the program is successful, but a definitive evaluation is not yet available.*
>
> *College Readiness Program, College of San Mateo, California* ”

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO MEDICAL CENTER: PROGRAMS IN RESPONSE TO URBAN CRISES

The following material summarizes Urban Crisis projects which are currently being proposed or implemented at the San Francisco campus.

PLANNING GRANT FOR CAREER OPPORTUNITY AND DEVELOPMENT PROGRAM AND INITIATION OF DEMONSTRATION MANPOWER TRAINING PROGRAM. This project is sponsored by the campus Personnel Office. Its primary objective is to train campus employees in entry-level jobs (primarily minority employees) for positions at higher levels with career possibilities. Persons from disadvantaged and minority groups would be recruited to fill the vacant entry-level positions. If funding is obtained, this will be a continuing large-scale effort.

URBAN HEALTH PROGRAM — SAN FRANCISCO GENERAL HOSPITAL. The School of Medicine has proposed that the regents fund four positions, a social scientist, a community health organizer, a physician oriented to public health, and a secretary to work with faculty and staff of the new ambulatory care program at San Francisco General Hospital. The team would study the factors which affect the quality of health care and the influence of staff attitudes on patient expectations.

EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES FOR LOW AND MIDDLE INCOME PEOPLE IN HEALTH OCCUPATIONS. Continuing Education in Health Sciences proposes to help the community colleges in California establish or expand educational programs to train minorities for health manpower professions, thereby helping to reduce the health manpower shortage and at the same time alleviating part of the minority employment problem.

MOBILE DENTAL CLINICS. The School of Dentistry asked for funds to cover the cost of operating its two mobile dental clinics during summer, 1969, to reach dentally and medically indigent children in Bay Area schools and other institutions.

The foregoing four projects were submitted to President Hitch for funding from Opportunity Funds appropriated for the Urban Crisis Program. It is not yet known whether funding will be approved. The remaining projects in this list are already funded from other sources.

SAN FRANCISCO CONSORTIUM. This campus is part of a cooperative effort with the University of San Francisco, City College of San Francisco, San Francisco State, and Golden Gate College to seek meaningful solutions to urban problems.

ALLIED HEALTH PROFESSIONS EDUCATIONAL IMPROVEMENT PROGRAM. The campus Allied Health Professions Coordinator is promoting the cooperation of other health-related and educational organizations and institutions to improve allied health professions training and promote the health team concept. A major conference is scheduled early in March.

SUMMER JOB FOR DISADVANTAGED YOUTH. In the summer of 1968 this program provided jobs in a variety of settings for more than 30 disadvantaged youths. Jobs were funded from unfilled permanent positions in the employing departments.

NEIGHBORHOOD YOUTH CORPS PROGRAM. The Neighborhood Youth Corps funded jobs on campus for 29 disadvantaged youths during summer, 1968, and for 7 youths in the 4-4 Work-Study Program during the school year. Efforts were made to place these youths in jobs which would stimulate their interest and motivate them to enter the health field.

SOCIAL DEVELOPMENT CORPORATION SUBCONTRACT. This project, which was funded by the Social Development Corporation (prime contractor with the Department of Labor) in 1968, provided formalized on-the-job training for new employees from disadvantaged and minority groups and for the upgrading of employees working in entry-level jobs.

TUTORIAL PROGRAM. The tutorial program is a voluntary program supported by students and staff at noon and after working hours. It benefits high school students primarily from Polytechnic High School in San Francisco.

STUDENT COMMITTEE FOR MINORITY RECRUITMENT. This student group investigates the policies of the various schools on campus regarding admission of racial minority members, encourages recruitment of minorities, assists in the recruiting effort, and aids minority applicants in gaining admission and obtaining financial and educational assistance.

> “*What is the Mobile Counseling Center? It is an experimental approach to on-the-spot community service. The center is a traveling van that can move from neighborhood to neighborhood providing educational and employment counseling services.*
>
> *Mobile Counseling Center, Contra Costa College, California*”

DRUG INFORMATION COMMITTEE. A group of pharmacy students talks to junior high and high school students, teachers, and organizations working with disadvantaged youth about the effects of drug use and misuse.

REGIONAL MEDICAL PROGRAM. District advisory committees in San Francisco, Alameda, and Contra Costa Counties have been charged with looking into urban problems in their areas. Presently these committees are identifying urban health problems and assessing the best ways to meet the needs of ghetto residents on their own terms. Urban communities presently involved are Hunters' Point, Western Addition, Chinatown, Marin City, West Berkeley, and West Oakland.

CENTER FOR RESEARCH IN HEALTH CARE SERVICES. This unit was proposed by the Academic Planning Committee in 1967, and a committee under the chairmanship of Dr. Robert Crede has been appointed by the chancellor to develop plans. Its objective is to undertake organized research and demonstrations to bring about improved health care and health care delivery to all members of society.

EDUCATIONAL OPPORTUNITY PROGRAMS. The objective of the EOP is to meet four basic needs of minority and disadvantaged students: (1) financial aid, (2) special admissions procedures, (3) academic assistance, and (4) orientation of disadvantaged and culturally different students.

CHILDREN AND YOUTH PROJECT FOR POTRERO HILL DISTRICT OF SAN FRANCISCO. This is a project of the Department of Pediatrics to provide improved health care for disadvantaged residents of Potrero Hill.

In addition to the projects listed, many individual faculty members and students have worked with community health and social agencies, police, and organizations involved in community action to combat urban problems. Langley Porter Neuropsychiatric Institute has a number of programs relating to drug abuse and rehabilitation which relate to the urban crisis. Continuing Education in Health Sciences has presented a number of programs in this area, and the efforts of many other campus units (e.g., the Division of Ambulatory and Community Medicine in the School of Medicine) are involved in some manner with the urban crisis.

NORTHWEST NAZARENE COLLEGE, NAMPA, IDAHO:

SOCIAL PROBLEMS AND CURRENT ISSUES IN SOCIAL WELFARE

In regard to the Sociology Department course offerings, the current status of emphasis on the urban crisis and minority group includes the following two programs: In two sociology classes, e.g., social problems and current issues in social welfare, a section of the courses deals with these problems. The instructor has used the conference telephone in the classroom to bring to the class the thinking of leaders in these fields. An example is a conversation with a black professor at a major university who commented on racial unrest as a part of the campus revolt.

The other program is a consideration of black culture in the United States. This study occupied one-third of the instructional time in an anthropology class. It involves student reports and discussion of many aspects of black culture today.

The department cooperates with the Idaho Department of Employment in a program using student volunteers. The program is called Starting a Generation Alliance (SAGA). It involves student volunteers as counselors or "big brother-big sister" workers with underprivileged youth. Most of these are school drop-outs and also members of minority races.

A proposed program is dependent on favorable action on a grant request made under Title VII, Section 707 of the Social Security Act. This program proposes to expand our focus on urban and minority problems by bringing to the campus for lecture series a number of scholars and activists who are involved in these issues. The proposal also includes field trips to these areas of western cities where seminars will be conducted in a field setting.

All our programs are aimed at increasing the understanding and involvement of the average college student since almost no minority students attend this college.

A pilot program which involved a field trip to San Francisco was carried out by Professors Weatherby and Kirby and accompanied by Professor Woodward. Since I was not involved with this program, I can only report that I have heard very enthusiastic reports of the impact of this trip upon the students who went.

> “ *Contra Costa College has long been concerned with the inability of typical college entrance tests to measure adequately aptitude for the vocational-technical phases of community college curriculums.*
>
> *Selection Approaches to Vocational Education Students (SAVES), Contra Costa College, California* ”

ANCHORAGE COMMUNITY COLLEGE, ANCHORAGE, ALASKA: VOLUNTARY TUTORING PROGRAM (SOCIOLOGY 101)

A number of parents in a culturally and economically deprived area of Anchorage complained to the Community Action Agency — Denali Neighborhood Center that their children were finding difficulty in their school studies and showing signs of educational fatigue.

A meeting was organized at the Willow Park Housing Center with 25 to 30 parents attending the meeting. Their decision was two-fold: first, to request that the Borough School Administration sanction private tutoring to their children on Saturday morning at the Denali Junior High School; and second, to arrange for volunteer tutors for the job.

Professor James Irany, affiliated with the Greater Anchorage Community-Action Program Agency, presented this problem to the Anchorage Community College students enrolled in Sociology 101, Introduction to Sociology: the challenge of tutoring 25 Denali students attending first, second, and third grades.

At this point, negotiations with the principal at Denali School sanctioned the availability of three classrooms Saturday morning from 9 a.m. until noon. Anchorage Community College students were willing to keep the premises clean and to arrive punctually at 9 each Saturday morning so as to insure available supervision of the youngsters.

Amazingly this program was carried through with no interruptions during the fall semester of 1968, at the termination of which the League of Women Voters and members of the University Women's Club took over and carried on.

ANCHORAGE COMMUNITY COLLEGE, ANCHORAGE, ALASKA: SOCIAL SERVICES TO ADULT BASIC EDUCATION

The Adult Basic Education Program in Anchorage is part of the varied academic noncredit programs that Anchorage Community College administers for the benefit and welfare of the Anchorage community. Students enrolled in this program vary in age from 18-60 years and have a variety of reasons for not having been able, in the past, to acquire a high school diploma. The classes are conducted during the day with a break of one hour from 5 to 6 p.m., resuming into the night until 10:30 p.m. Many of the problems that have prevented these students from acquiring their basic education in the past seem to prevail presently.

At the inception of this program, the college became cognizant of a high attrition rate, and the lack of available funds made it very difficult to hire a social worker to alleviate social, economic, and educational pressures that on occasion overwhelm ABE enrollees, causing them to despair and resort to an already familiar solution; that of dropping out again. Our initial contact with potential absentees was undertaken by a group of student volunteers in the Sociology Department who devoted time to contact these individuals at their homes and attempt to persuade them to return to school.

The success of this initial program was so dramatic that, in November of 1968, the Anchorage Community College was able to hire a graduate social worker who now is responsible for coordinating the activities of assigned practicum and volunteer students to the Social Service Department of ABE. Practicum students are undergraduate sociology or social work college enrollees that are assigned under qualified supervision to participate in self-help projects dealing with diverse community needs. It is the counselor-social worker's duty to assist the ABE students in any of their problems, whether they be academic or personal. In the past this has meant helping to arrange a funeral, asking for parole for students, acting in any advisory capacity to the judicial system in the fair sentencing of a student — or his family member, assisting a student in his dealings with the various agencies, visiting the homes of chronic absentees, and training volunteer social workers.

The volunteer social workers are all upper division University of Alaska students who have chosen to do case work as a class project. These students are oriented and trained by their professor and the counselor-social

> “*We have received a request from a portion of the student body, operating through established channels with the student government, for a course involving the legal problems of the urban poor. In response to that request, a course titled 'Law in Contemporary Society' was commenced. It will be continued.*
>
> *Hastings College of Law, California* ”

worker. This program has resulted in: 900 miles traveled (including 750 miles by the counselor); 300 clock hours of volunteer time; 50 home visits by volunteers, many times accompanied by the counselor; 83 home visits by the counselor; 273 clock hours of office counseling; 85 students, who are potentia dropouts, returned to school and finished the semester.

A new program that has been instituted with the cooperation of the Sociology Department is the tutoring program. Again, the tutors are volunteers from the upper division, or the graduate program. The tutors are scheduled for two hours on Saturday. The building is open for six hours, and the tutors may choose the time which is convenient for them.

EASTERN OREGON COLLEGE, LA GRANDE, OREGON: MASTER OF ARTS IN TEACHING: MIGRANT EDUCATION

PROGRAM DESCRIPTION

This project is based upon the philosophy that migrant youngsters, especially those of Mexican origin, are in the process of acculturating to our American society, bringing to our classrooms varied ethnic and linguistic backgrounds which must be treated, academically, with special techniques and empathy. The classroom teacher, his supervisor, and program developers are, within this special context, *the practitioners of change.*

That there exists a need for teachers with special skills is no longer a question for debate. Thomas P. Carter's report, "Preparing Teachers for Mexican American Children," published this year, takes teacher preparation programs to task for their failure to have taken seriously their obligation to train teachers in cross-cultural schooling. Identifying three fundamental flaws in teacher preparation, Mr. Carter speaks directly to the inadequacies of present training. First, there is widespread incapacity of teachers dealing with minorties to have applied those new technical skills in the "science of teaching," particularly, but not exclusively, the audio, visual, and linguistic techniques which have had such impact in teaching English as a second language. Second, teacher training programs are remiss in not having seriously considered the implications of culture, personality, and behavior as they impinge upon the student. Third, the almost universal inability of teachers to communicate in Spanish seems inexcusable in view of the widespread concurrence among educators that this talent is essential for teachers of the minority.

To pursue further, in this brief program description, the question of need for such training is impossible, nor will a year's stay on the Eastern Oregon College campus answer to more than some few of the many dilemmas posed by the migrant school child. The overriding purposes of this project are two: first, to develop special talents and techniques for teaching migrant children and, to a major extent, their parent group; second, to instill within each teacher that cultural vision which will foster an educationally sympathetic environment for the youngster by capitalizing upon his own linguistic and ethnic origins.

To achieve these goals the graduate year, whether you undertake it as a "fifth year" program or as a candidate for a graduate degree, will involve you in a year of arduous activity. Listed below are the program guidelines which must be read carefully.

1. The year's effort will be one of *total impact* with students and faculty collaborating at all levels to integrate course work to the realities of the migrant problem.

2. Stipends of $175 per month, plus tuition, will be paid. From this stipend you must pay text book costs, and undertake some travel for which there will be no reimbursement. Participants with dependents will receive an additional allowance of $15 per week per dependent.

3. No student may accept outside employment during the academic year in order that he devote full time to study and travel.

4. Married students must be prepared to spend considerable periods of time away from their families, especially during the fourth term experience when the entire group is located on field stations.

5. Throughout the year opportunities arise which demand that students participate in in-service training projects. Such participation is considered part of the program.

6. The student's real responsibility is to participate in *all* of the activities demanded in the program,

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> *"We have no programs specifically designated 'urban.' However, we have for many years had art, language, and sociology courses which have used the city as studio and laboratory. These courses now enroll many students who are not majors in these subjects but who seek some focused experience in the city.*
>
> *Immaculate Heart College, California"*

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whether they carry transcript credit or not. "Activities" include participation at conferences, in formal and informal seminars, or as part-time instructors in special classes.

7. Various field experiences are planned, it being assumed that participants will move freely to field sites and will arrange, when necessary, their own living accommodations.

8. The Migrant Program, although distinctive in emphasis, is part of the on-going college undertaking. All participants are invited to engage in campus recreational and cultural offerings.

9. The demand that each student visit and study the migrant community across the state will incur some interruption in class scheduling. Each student must be prepared to do the necessary make-up work which occasional absences demand.

10. Fifteen to twenty students will be living in close proximity for one year, in some cases actually sharing cramped quarters under trying (migrant camp) conditions. Reflect upon your own capacity to give up privacy and the creature comforts before reading on.

Do you feel that you have just read a leaf from a manual on military operations? Perhaps some words of explanation are in order. This project is funded on federal monies allocated to train a better teacher for America's second largest minority. The program planners have but one year in which to do a great deal. The project's goals could be better realized through a four-year total academic program. But one year is the time allowed which permits no wastage. It is a program for serious students with a sincere desire to do the most possible in the time available. The pressure is an honest pressure for there are thousands of youngsters who need your services. Society, through ESEA Title I, Migrant Amendment, and the Oregon Department of Education are paying for, and expect, the highest degree of excellence we can achieve in this time.

A fact which weighs heavily in the direction of this project is that in all too many cases those persons representing society's investment in special "minority" training fail to serve that social sector for which they were trained. Graduates of this project will serve.

There is a less ominous aspect to the project. This pilot year what you are anticipating has been life for students now on this campus. Program retention is 100 percent. There have been periods of fatigue, of fraught nerves, of time so occupied that the temptation to "throw in the towel" must have been extreme indeed. But there exists here a camaraderie, an *esprit de corps*, a very human pleasure, at being a part of a totally vital project which has real and valid goals. There have been weak links in the continuity, breakdowns in communication, an ebb and flow to the pulse of the program which is inevitable. But as the year moves to a close, so do the gaps, and the essential validity of each component appears to be settling into place.

It is a program for concerned people who desire a constructive role in shaping society. Paraphrasing Leo Rosten but slightly, it is a program for those who feel that the best that man can do is to make it matter that he was here.

CURRICULUM

The academic program is divided into two broad areas. The anthropological emphasis is intended to heighten the future teacher's cultural awareness and involve him personally and intellectually in the acculturation process, thus providing him with valid criteria upon which to better make cultural decisions. The education block is intended to build a solid framework for directing the educational progress of the acculturating child.

The curriculum is reasonably flexible to avoid needless course duplication in the student's program. At the discretion of the director and the Graduate Committee, substitutions to the standard curriculum will be allowed in support of the candidate's professional or personal development.

In cases where earlier course work may appear to duplicate anticipated course offerings, the staff member in charge of the course will decide whether or not the course need be repeated.

Participants will complete a minimum of 24 hours in anthropology with the balance of the program, 21 hours, in education. The minimum requirement for the year is 45 hours.

> “*In September, 1968, Pepperdine College offered Afro-American History and Culture and a course in Race Relations. During the coming academic year courses are being added in Minority Communications, Psychology, Afro-American Literature, and The Sociology of Minority Groups.*
>
> *Black Studies, Pepperdine College, California*”

Key: R=Required O=Optional

EDUCATION:

TITLE	DESCRIPTION	CREDIT	
Special Individual Studies Ed. 506	Each student will identify his probable area of professional contact. In lieu of a thesis, he will develop a complete set of teaching materials for testing during the Intern Teaching Experience and for use in his professional career. This project will carry throughout the year.	6 hours	R
Corrective Reading Ed. —	An emphasis is placed upon the teaching of reading within a cross-cultural context, special cultural and nonverbal testing techniques, use of new approaches to remediate language difficulties.	3 hours	R
Teaching of English as a Second Language Hum. 507	An analysis of audio-lingual teaching techniques; instruction in the use of pattern practice and response drills; review of the linguistic theory upon which modern language teaching is predicated.	3 hours	R
Intern Teaching Ed. 418 Ed. 419	A fourth term practice teaching experience in a classroom with a high concentration of migrant school children. To the greatest degree possible materials written during the preceding three quarters will be tested.	6 hours	R
History of Minority Education Ed. 507	A review of American minority education, examining the educational philosophies underlying these efforts; analysis of specific efforts in minority education moving from traditional patterns to a more contemporary focus.	3 hours	R
Seminar: Migrant Education	A bi-weekly meeting of project students and faculty to maintain a continuing focus on migrant education.	——	R

ANTHROPOLOGY:

TITLE	DESCRIPTION	CREDIT	
Physical Anthropology Anth. 101	The study of man as a living organism; review of the role of biological evolution in human development; the impact of evolution upon culture.	3 hours	O

> “*It is the aim of the Community Study and Service Center to bring to bear more effectively the college's resources on the understanding and solution of the human problems of our community—poverty, urban decay, aging, mental health, the disadvantaged, and the challenges of creating a better environment and facilitating a fuller life for our population generally.*
>
> *The Community Study and Service Center,*
> *Sacramento State College, California*”

TITLE	DESCRIPTION	CREDIT	
Archeology Anth. 102	The evolution and spread of culture from the beginning until the dawn of civilization with particular emphasis upon culture as a guiding force in human evolution.	3 hours	O
Cultural Anthropology Anth. 103	A description of culture; analysis of social origins; study of social functions.	3 hours	R
Social Anthropology Anth. 301-302-303	A survey of social organization and structure, with, during the fall term, a major emphasis on Mexican ethnography.	9 hours	R
Field Anthropology Anth. 408g	The theory and method of applied field anthropology; practical experience in framing hypotheses followed by significant documentation and case work.	6 hours	R
Anthropology of Acculturation Anth. 407	A study of the process of acculturation, culture diffusion and culture conflict with particular emphasis on the Mexican-American subculture and society's efforts to direct it.	3 hours	One is Required
Language and Culture Anth. 347	An analysis of the nature and function of language; problems of cross-cultural communication; the influence of language upon culture.	3 hours	
Primitive Religion Anth. 444	A survey of the world view and supernatural realms of primitive and contemporary man, excluding the great religions.	3 hours	One is Required
North American Indians Anth. 417	The study of cultures, societies, economies and histories of Indians north of Mexico.	3 hours	
Peasant Society Anth. 507	A comprehensive survey of the peasant cultures contrasted with the culture of poverty.	3 hours	

> “*A research program has been designed to study the impact of the law upon the poor. Initial emphasis is upon the operation of statutes and codes relating to housing in the Sacramento ghetto. Hopefully, the study will result in recommendations for rectification of existing inequities.*
>
> *Martin Luther King Law Program,*
> *University of California, Davis* ”

LANGUAGE REQUIREMENT: Proven facility in Spanish will be required for graduation. This requirement will be met by test with the test emphasis placed upon oral comprehension and speaking ability. No prior experience in Spanish is necessary and some tutorial help will be offered to assist those students who need it.

EPISODES: Periodically throughout the year short workshops will be conducted with acknowledged experts in the field of minority or migrant education. In the past these have treated of special ramifications of the problem or have involved students with experts trained in special techniques in the education of the disadvantaged.

CALENDAR
(Tentative)

Subsequent to admission all participants will be sent a complete schedule for the opening week.

Fall Term:—September 29, 1969 to December 19, 1969. E.O.C. Campus. In mid-October, all students will be assigned to field sites for a two to four day fact-finding experience in the field.

Winter Term:— January 6, 1970 to March 20, 1970. E.O.C. Campus.

Spring Term:—March 31, 1970 to June 12, 1970. E.O.C. Campus.

Summer Term:—June 23, 1970 to August 14, 1970. Field sites. August 2 to August 14, final examinations, meetings with Graduate Committee, materials evaluation. E.O.C. Campus.

CERTIFICATION

The student holding an elementary or secondary teaching certificate at the time he enters the program is in a strong position. This is not to suggest that baccalaureate degree holders, holding degrees in other subject matter areas, are not to apply. Quite to the contrary. Experience bears out the fact that those persons with cross-disciplinary experiences often make exceptional teachers in special education. For the applicant lacking certification, two alternatives suggest themselves: graduation from the program with an Emergency Certificate, leaving the student, subsequent to graduation, liable for the completion of those other requirements as demanded by the State Certification Authorities; or professional activity in a position which does not require a certificate.

In either case, students will be encouraged to choose, as electives, courses which will further their professional education training.

OREGON STATE SYSTEM OF EDUCATION, DIVISION OF CONTINUING EDUCATION: BLACK AND WHITE DIALOGUE

A group of Portland citizens asked for assistance in establishing a series of meetings between white and black people. The object: (1) to gain a better understanding of the problems of low-income and black people; (2) to seek ways to treat these problems; (3) to establish communications between those who need help and those who can supply help.

Sessions were held one night each week from 7 p.m. until 10 p.m. for a period of six weeks. There were 110 participants; 60 percent white and 40 percent black. Ninety-seven percent of the whites were from middle to upper-middle class, with 3 percent declaring themselves to be in low-income status. Ninety-eight percent of the blacks were in the low-income bracket. There was an even distribution of men and women with some teenagers participating.

After the first meeting, which was held in a Portland high school, it was decided that a better background could be gotten from visits made to the black, low-income community. Subsequently, meetings were held in the homes and businesses owned or rented by black persons with low-incomes.

The sessions officially ended after six weeks. However, some of the people continued to meet on a monthly basis. A follow-up indicates that 11 stable jobs were gained as a direct result of the meetings, and there has been a marked increase in group members participation at Community Action Agency meetings.

> “*As industry moves to the suburbs, its minority employees follow. This movement is just beginning, and there is time now for suburban areas to plan a reception for minorities that will avoid the ghetto problems that we find in the cities. The purpose of the project is to develop policies which have some promise of enabling communities to escape segregated schools and housing and all the problems that attend those conditions.*
>
> *Movement of Minorities to the Suburbs,*
> *University of California, Irvine* ”

UNIVERSITY OF MONTANA, MISSOULA, MONTANA: AFRO-AMERICAN AFFAIRS

Recruitment stations across the nation have been established in Chicago, Seattle, Spokane, Oakland, Denver, Kansas City, Detroit, Newark, Los Angeles, New York City and Atlanta.

My assistant, Mrs. Judy McBride, director of Academic Counseling for minority students, and I have established an interview with the guidance and counseling center for each black student, including vocational and aptitude testing; tutors are recruited and oriented to assist the black students; each black student is guided in terms of program and course loads; and each black student is personally counseled by us weekly during the quarter.

We meet with the black students weekly as a group in what has turned out to be a group therapy session dealing with the problems of black consciousness and identity.

Over $7,000 in books involving Afro-American Culture and Black History have been ordered for the library and $700 worth of records including spirituals, blues, and jazz will soon be available. In addition, advice has been given to the audio-visual department in the area of films and related materials.

We have recruited black resource personnel to make guest appearances as lecturers during the year and have sought out the availability of black persons for the faculty.

The free public night class, in which attendance has averaged over 100, has produced meaningful dialogue and a learning experience between the academic community and the wider community of Missoula.

I am projecting programs which would include the possibility of summer seminars for recruited minority students, funded by Ford Foundation and Humanities Endowments; a program enabling students to work in areas of services outside the University for a quarter while receiving academic credit (I am presently in communication with Antioch College, McCallister College, and some Chicago sources on this subject); and the establishment of a department of Afro-American Affairs.

UNIVERSITY OF MONTANA, MISSOULA, MONTANA: GRADUATE PROGRAM IN URBAN STUDIES

Award of an advanced degree in urban studies is contingent upon the completion of one of the two alternate programs as follows:

1. A Master of Arts degree in political science or in sociology with a concentration in urban studies will be awarded upon completion of a minimum of 45 credits, including a thesis, from the prescribed curriculum.

2. A Master of Urban Studies degree will be awarded upon completion of 54 credits from the prescribed curriculum.

Requirements for admission: The bachelor's degree in one of the social sciences, psychology, economics, education, or business administration.

Requirements for the degree in urban studies: 45-54 credits, as set forth in the following curriculum:

Required courses:

Pol. Sci. 344—Community Politics—3 cr (new course)

Pol. Sci. 361-362—Public Administration—6 cr

Pol. Sci. 383—Municipal Government—3 cr

Pol. Sci. 388-389—Problems in Montana Government—6 cr

Soc. 587—Seminar in Urban Studies: Urbanism and Urbanization—3 cr

> *“The Campus Personnel Office has undertaken a program to provide opportunities for campus employees in unskilled and semi-skilled jobs (most of whom are members of minority races) to advance to jobs at higher occupational levels. Vacancies created at the lower levels will be filled by recruiting efforts among the so-called ‘hard-core unemployed.’ To the extent possible, all campus employment programs will be related to the urban crisis and qualified minority applicants will be sought to fill positions at all levels.*
>
> *Career Opportunity and Development Program,*
> *University of California, San Francisco*
> *Medical Center* ”

Soc. 588—Seminar: Urban Demography and Ecology—3 cr

Soc. 589—Seminar: Urban Racial and Ethnic Patterns—3 cr

Soc. 599—Field Work Practicum—5-10 cr

Electives—to be selected from the following courses:

Econ. 305—State and Local Taxation

Hist. 361-362-363—Social and Cultural History of the United States

Pol. Sci. 342—Political Interest Groups

Pol. Sci. 474—Public Law of Montana

Pol. Sci. 491—Independent Study

Pol. Sci. 592—Seminar in Comparative Government and Politics

Pol. Sci. 594—Seminar in Political Behavior

Pol. Sci. 596—Seminar in Public Administration

Pol. Sci. 598—Seminar in State and Local Government

Soc. Wel. 482—Community Relations

Soc. Wel. 486—Community Development

Soc. 311—Juvenile Delinquency

Soc. 403—Advanced Problems

Soc. 501—Graduate Research

For the Master of Urban Studies degree no thesis will be required, but a professional paper will be written. No foreign language will be required. A comprehensive examination will be given.

UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON: MINORITY STUDENT DEMANDS AND A REPLY FROM THE PRESIDENT OF THE UNIVERSITY

(Editor's Note: The University of Washington is only one of many to have been confronted with demands from minority students within the last two years. There is no significance to the selection of demands made at the University of Washington — or President Odegaard's subsequent reply — for inclusion in this publication. They serve only as a necessary illustration of the dilemma facing many institutions of higher education and many minority students. Such an illustration is necessary to the understanding of higher education and minority and urban relationships.)

Dear President Odegaard:

The University of Washington has been, and is a racist institution. Its function has been, and is to preserve and extend a racist status quo.

Through its administration, faculty, curriculum, and admission policies, the University has sent white and black students into society with the racist notion that white, middle-class, Western ideals and practices are superior.

The average white student leaves the University with the absurd notion that he is superior. The average black student leaves the University with an equally absurd notion that he is inferior.

The phenomenon in the last paragraph can be understood by taking a look at key aspects of the University.

First, the administration. Psychologists talk about the need for youth to have adult models. At this point, a non-white student has no model at a high administrative level to imitate and relate to. This is important because non-whites

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> “*Success with the project has been difficult to measure. In terms of demand, however, there are many more children who want to be in the project than there are places. At present, there are about 100 tutors and 100 tutees.*
>
> *Tutorial Project, University of California, Santa Cruz*”

need models they can identify with. They need a non-white administrator from a similar background: they need an administrator who has had similar problems and conflicts.

A second point about the present administration must be made. When a non-white youth comes into contact with administration officials, he is subtly told that he is inferior. He sees white people giving orders and running the school.

From this realization, comes the mistaken idea that there are no non-white people who can run institutions, who can successfully carry out large assignments.

The overall effect of this idea is the stifling of initiative, the decrease and bringing to a halt of positive dreams and desires. The same effect comes from the non-white student's contact with the faculty. A non-white sitting under a 99 percent white faculty is subtly being told that only white people can teach him the things he needs to know.

A second point must also be made. The faculty are products of a racist society. Faculty trained in the twenties and thirties came up through an educational system based on the assumption of non-white inferiority. Consciously and/or unconsciously the faculty transmits their racism to black and white students.

One way in which they transmit racism is their ignorance. A professor in Classics, enthused over the wonders of Rome, in many cases is unaware of the great achievements of Universities such as the University of Timbuktu. This university was a magnet for scholars and philosophers while Europeans were running around in caves.

A professor in Contemporary Literature praising the works of Hemingway or Faulkner, would do well to consider the beauty and power of a Richard Wright or a Claude McKay.

Omissions, distortions, and out-right lies produce students that feel that all the great ideas came from whites, and came from the West. As we indicated earlier, the white student believes in the lie of his superiority, and the black student in the lie of his inferiority.

A third aspect the Black Student Union feels strongly about is the University admission policies. We've been told that the University does not "discriminate" and that they take all students who are qualified. We realize that standards are necessary if the University is to produce well-trained people, but we also realize that the present elementary and secondary educational system stifles the desire and creativity necessary for achievement.

The majority of non-white students who pass through the present educational system do not:

(1) gain a knowledge of their past

(2) get encouragement from the faculty and administration.

For example, a non-white student is taught only the achievements of white, he learns about Lincoln (a racist), George Washington (a slaveowner), etc.

When we see these things clearly, we realize that the educational system from kindergarten to graduate school must be changed.

> “*Arapahoe County is a comparatively affluent area, almost devoid of minority group residents. However, the college is in its second year of an energetic effort to enroll, and to keep in school, students from minority groups.*
>
> *Community Development, Arapahoe Junior College, Colorado* ”

The Black Student Union feels that a good starting place for change is at the university level.

Although the administration, faculty, and admission policies have been racist in effect, the Black Student Union feels the University should be given a chance to change, to prove its "good intentions." As long as we feel the University is making an honest effort to change, the Black Student Union will cooperate and work closely with the University.

However, when the University begins to make phony excuses and resist needed changes, we will be forced to look at the University as an enemy to black people, *and act accordingly*. In short there will be political consequences for political mistakes.

With this last point in mind, the Black Student Union submits the following demands:

(1) All decisions, plans, and programs affecting the lives of black students, must be made in consultation with the Black Student Union. This demand reflects our feeling that whites for too long have controlled the lives of non-whites.

We reject this control, instead we will define what our best interests are, and act accordingly.

(2) The Black Student Union should be given the financial resources and aids necessary to recruit and tutor non-white students. Specifically, the Black Student Union wants to recruit: (1) 300 Afro-American, (2) 200 American Indian, and (3) 100 Mexican students in September.

Quality education is possible through an interaction of diverse groups, classes, and races. Out of a student population of 30,000; there are about 200 Afro-Americans, 20 + or – American Indians, and 10 + or – Mexican-Americans.

The present admission policies are slanted toward white, middle-class, Western ideals, and the Black Student Union feels that the University should take these other ideals into consideration in their admission procedures.

(3) We demand that a Black Studies Planning Committee be set up under the direction and control of the Black Student Union. The function of this Committee would be to develop a Black Studies Curriculum that objectively studies the culture and life-style of non-white Americans.

We make this demand because we feel that a white, middle-class education cannot and has not met the needs of non-white students.

At this point, an American Indian interested in studying the lives of great Indians like Sitting Bull and Crazy-Horse has to go outside the school structure to get an objective view. Afro-American members of the

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> “ *Participants study the city's socio-economic and political structures, its rich and unique resources and opportunities, and its problems. Each student works part-time in a social agency, community organization, business firm, government office, or other setting chosen to provide him first-hand involvement with the people and activity of a complex metropolitan area. The core course includes political, economic, geographic, social, and ethnic structures of the city; its educational, cultural, and recreational resources; and examination of such major problem areas as racial strife, poverty, transportation, pollution, housing, and education.*
>
> *The Urban Studies Program, Colorado College* ”

Black Student Union have had to go outside the school structure to learn about black heroes like Frederick Douglas, W.E.B. DuBois, and Malcolm X.

One effect of going outside the normal educational channels at the University has been to place an extra strain on black students interested in learning more about their culture. We feel that it is up to the University to re-examine its curriculum and provide courses that meet the needs of non-white students.

(4) We want to work closely with the administration and faculty to recruit black teachers and administrators. One positive effect from recruiting black teachers and administrators is that we will have models to imitate, and learn from.

(5) We want black representatives on the music faculty. Specifically, we would like to see Joe Brazil and Byron Polk hired. The black man has made significant contributions to music (i.e. jazz and spirituals), yet there are no black teachers on the music faculty.

The five demands above are legitimate and worthwhile, and we hope you will consider them carefully. In view of the seriousness of these demands, and the need for the University to change, we have set a five day deadline for a reply from you.

We have set this time limit because the University in the past has moved too slowly, has avoided facing key issues squarely.

Very sincerely yours,
Black Student Union

(Editors Note: The following is a letter from University President Charles E. Odegaard to Dan Keith, president of the Black Student Union, in response to the BSU's five demands to the administration. It is quoted in full.)

Dear Mr. Keith:

I am addressing this response to the five action items enumerated on pages 3 and 4 of the letter from the Black Student Union dated May 6, 1968, each of which was discussed to some extent at our meeting on April 30, 1968.

Item 1 with reference to consultation with the Black Student Union. Your group, representing as it does a significant number of black students on the campus, should be a helpful source of advice and reaction on policies and programs which especially affect such students. I will endeavor to obtain advice from your group and from others who also should be consulted on policy and program matters whenever circumstances permit. I will remind other agencies within the University of your offer and will ask them to include you in their consultative procedures.

“The Church's mission is to all of life, not simply to the so-called religious sphere. Regis College, as a community within the Church, shares the responsibility for carrying out this mission. Thus, although Regis' primary function within the Church is the intellectual formation of its students, it must also concern itself with other aspects of the Church's mission, and especially with those which are central to a living Christianity today.

Statement of Objectives of the Regis College
Committee on Human Relations,
Colorado”

To carry out this intent, however, we will need your assistance in setting up the mechanism for consultation. Any such consultations are facilitated, of course, by having a designated, named group of individuals with whom some continuity of relationship can be established and who can readily be contacted when advice is needed. Do you have an executive committee which could fulfill this need? It would be helpful if you could inform me of the names, addresses and possibly telephone contacts for these individuals in the very near future.

By way of illustration of this need, Professor Elliott, who had expressed a desire to discuss the racial census which the University is now required to conduct under regulations of the Department of Health, Education and Welfare, went to the HUB on Friday evening, May 3, thinking he had an appointment with the Black Student Union to discuss this matter. Although two different black student meetings were under way, there seemed to be no group prepared to discuss this subject with him. This experience illustrates the need for a clearly designated and established means of contacting the Black Student Union.

Item 2 with reference to recruiting and aiding non-white students. I have no basis on which I could speak meaningfully to the specific numbers you cite for September admission in the three categories of Afro-American, American Indian or Mexican. The essential point, however, is our mutual desire to enable substantially more students to use profitably the educational possibilities of the University of Washington if they so desire. For obvious practical reasons such as population distributions and geography it is necessary to separate recruiting efforts for the three groups. To concentrate in this letter on the Afro-American group, it needs to be noted that there are already a number of agencies and groups on the campus interested in and striving to find ways to recruit and to assist such students to progress through the University. Certainly the Black Student Union has the capacity to make a distinctive and very important contribution to this process. What we need to do is to consolidate and coordinate these efforts. To this end I would like to call a meeting with Mr. Frank Byrdwell, the Black Student Union, representatives from the Senate Council on Academic Standards which is already addressing itself to this matter, the Board of Admissions, the Office of Student Financial Aids, the Board of Advising, the ASUW, the Graduate and Professional Student Senate, and possibly Mortar Board and Oval Club which have expressed interest in this matter to me; and certain schools and colleges of the University which already have organized special approaches to the recruiting of black students. I am confident that we could all benefit from such a meeting and hopefully develop a more effective and coordinated operation in this area. Again, I would appreciate your informing me as to who the participants from the Black Student Union should be.

Item 3 with reference to a Black Student Planning Committee. I share your conviction that studies of the culture and life-style of non-white Americans is an appropriate and needed part of the University curriculum. The evolution of ways of doing this lies in the area of faculty responsibility. I would be glad to sponsor meetings out of which it seems to me quite probable that modifications of and additions to the curriculum would emerge. The most effective way to proceed would be, as you suggest, for you to establish a Black Studies Planning Committee whose membership would be familiar with the ideas and suggestions emanating from the Black Student Union. As a next step I would ask for a meeting with the Dean and Curriculum Committee of the College of Arts and Sciences where your ideas could be presented and discussed. Undoubtedly there would emerge from such a meeting suggestions as to further steps to be taken by your representatives and other specific faculty groups.

> “ *The focus of the Community Relations Program is to assist the residents of Park Hill Community in Denver, Colorado, to maintain and enhance its distinctive character as a culturally integrated neighborhood.*
>
> *Community Relations, Temple Buell College, Colorado* ”

Item 4 with reference to black teachers and administrators. I would be glad to receive from your group specific suggestions of individuals whose names and biographies would then be submitted to departments and agencies within the University which have immediate responsibility for the employment of persons with their particular qualifications. I am sure that you know also that the deans and other administrative directors have been and are seeking to increase the number of qualified black persons on the University faculty and staff.

Item 5 concerning the music faculty. Conversations have already been held between the black musicians named as well as others and Professor Bergsma, Director of the School of Music, concerning the incorporation within the school of ways of presenting music by black men, and as I understand it, these discussions are still proceeding. This item is also related to Item 3 and some aspects of the effort can be incorporated within the framework suggested there.

I repeat here, as I did in our meeting, my desire to see the University make a greater contribution to the lives of all men and especially to those of black men. For years I have been actively seeking to find positive and inventive ways of bringing this about. Your help in constructive solutions to our problems will be much appreciated.

Charles E. Odegaard
President

EASTERN WYOMING COLLEGE, TORRINGTON, WYOMING: ADULT BASIC EDUCATION COUNSELING AND TESTING PROGRAM

There are in Goshen County, Wyoming, over 1,000 adults 25 years of age and over with less than eight years of formal education. In a county of less than 12,000, this is a very high percentage. This lack of formal education is a severe handicap to these people as evidenced by the fact that Goshen County has the highest percentage of poor families and the second lowest median school years completed of all counties in the state.

Specific Objectives:

1. Seek out individuals who could most benefit from ABE.
2. Identify the most critical needs of the individuals and plan programs to meet those needs.
3. Aid persons having completed the ABE course in establishing realistic educational and vocational goals through counseling and testing.
4. Develop follow-up techniques which will provide continual available services to ABE participants.
5. Assist ABE enrollees to enable them to relate more effectively to their environment and improve their feeling of self-worth.

Services Provided

1. Gathering, organizing, and keeping significant pupil data.
2. Testing and counseling services built on the needs of ABE pupils.
3. Providing counseling and consultation service to teachers in ABE.
4. Assisting in the educational and personal social development of ABE students through curriculum and direct contact.
5. Placement service within the outside school setting.
6. Vocational guidance through group and individual sessions, as well as integration and implementation into the curriculum.
7. Information and orientation service.
8. Working with community and state agencies for the improvement of the community conditions which will be of benefit to the adults and the community in general.

> “*The program is designed to prepare the participants for entrance and successful competition in law schools. The number of Hispano, Negro, and other minority group members in the legal profession is small, but the need for them is great.*
>
> *Summer Legal Preparatory Program,*
> *University of Denver, Colorado* ”

EVIDENCE OF SUCCESS

1. Increased enrollment in ABE.

2. Involvement of community agencies for benefit of ABE students.

   a. Free child care service which allows parents to attend classes.

   b. Identification and referral service developed with employment office, welfare department, Headstart Center, and church organizations.

3. 150 percent increase in GED High School Equivalency completions.

4. Seventeen adults who completed GED are now enrolled at Eastern Wyoming College.

5. At least ten ABE students have been placed on jobs or have been upgraded in their present job.

6. Nearly all of the adults who were in the program felt better about themselves as evidenced by their tape recorded responses to the evaluative follow-up.

ADAMS STATE COLLEGE, ALAMOSA, COLORADO: MASTER OF ARTS PROGRAM IN CULTURAL STUDIES

The Cultural Studies Program recently was assigned to the Division of Social Studies, the official transfer to become operative on September 1, 1969.

The following points cover the nature, purpose, objectives, and scope, insofar as we have developed the program:

1. Of utmost importance; to provide a quality M.A. degree reflecting depth as well as breadth of preparation.

2. A primary focus will be placed on the Indian-Spanish-Anglo culture of the Southwest.

3. A focus on "enrichment," to provide a master's degree whose primary function will not be advanced professional training, but cultural understanding appropriate to the student's felt-need and/or goal aspirations. Emphasis would be on tailor-made programs of study.

4. An interdisciplinary focus: flexibility in programing is of the utmost importance — into a disciplinary core will be drawn a wide variety of supportive classes from any number of disciplines available.

5. A focus on "relevancy," to provide a base of cultural understanding for teachers, social workers, public employees (federal, state, and local) such as the police, forest service, etc., and professionals such as doctors and lawyers.

6. To better prepare students (especially elementary and secondary teachers) who plan to work in communities where an understanding of Hispanic language and culture is valuable; to enable these students to better understand the problems of these communities, and to more effectively meet these problems through cultural understanding.

> “*In regard to the Sociology Department course offerings, the current status of emphasis on the urban crisis and minority group includes the following two programs: In two sociology classes, e.g., social problems and current issues in social welfare, a section of each course deals with these problems. The instructor has used the conference telephone in the classroom to bring to the class the thinking of leaders in these fields. An example is a conversation with a black professor at a major university who commented on racial unrest as a part of the campus revolt.*
>
> *Social Problems and Current Issues in*
> *Social Welfare,*
> *Northwest Nazarene College, Idaho*”

UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, NEW MEXICO: SPECIAL PROGRAM IN LAW FOR AMERICAN INDIANS

The purpose of this program is to produce more American Indian lawyers. The program begins with a special eight-week summer session and continues through the student's first year of law school. During the summer, students receive an introduction to legal studies. Regular law school courses are offered along with special courses designed to develop skills necessary for superior law school performance. Legal writing is emphasized, group discussions of current legal problems of particular interest to the Indian community are held, and individual attention is given each participant to assure that he is obtaining the maximum benefit from the program.

In the summer of 1967, 18 entered the program; 7 of these started law school in the fall of 1967; and 3 are still in law school.

In the summer of 1968, 18 entered the program; 13 of these started law school last fall; and all 13 were still in school in April, 1969.

Because of increased funding of the program, we were able to start 25 in the summer of 1969; and we expect to have about 36 Indians in the UNM Law School next academic year.

The final success of the program will be determined by the number of American Indians trained in it who are admitted to the bar.

UNIVERSITY OF NEW MEXICO, ALBUQUERQUE, NEW MEXICO: ALBUQUERQUE URBAN OBSERVATORY

Albuquerque is one of six major metropolitan cities in the United States that has been designated as the site of an Urban Observatory. The U. S. Departments of Housing and Urban Development and Health, Education, and Welfare are jointly supporting this project, which is coordinated nationally by the National League of Cities.

The observatory will be a combined research and action program. Through its research projects it will provide government officials and cities with a greater understanding of the causes of urban problems and suggest possible solutions. Programs will be designed to channel research findings into operations.

Research projects will be undertaken on a comparative basis in the six cities. The project will be attached to the university's Institute for Social Research and Development with a policy board composed of representatives from the University of New Mexico, the University of Albuquerque, City of Albuquerque, County of Bernalillo, and the Albuquerque Public Schools.

The first year of funding, calendar year 1969, is as follows:

$50,000—Department of Housing and Urban Development

50,000—Department of Health, Education, and Welfare

6,000—City of Albuquerque

6,000—County of Bernalillo

6,000—Albuquerque Public Schools

6,000—University of Albuquerque

6,000—University of New Mexico

The program is now in its organizational phase, so that no indication can be given of the number of people involved and possible success.

> “*Realizing that seventy percent of our graduating class leaves the state immediately after graduation for urban areas and jobs with large business institutions or firms in those areas which seek them out and employ them, there would be quite a necessity that the university do something which would educate our students concerning minority groups and their position in the country. We are almost a totally white, middle class university.*
>
> *Black Studies Program, University of Idaho*”

FORT LEWIS COLLEGE, DURANGO, COLORADO: THE INTERCULTURAL PROGRAM

Fort Lewis College is a state-supported, coeducational liberal arts college, fully accredited by the North Central Association of Colleges and Secondary Schools to grant baccalaureate degrees. The academic program is composed of four divisions: the Division of Business and Economics; the Division of Education and Psychology; the Division of Humanities; and the Division of Physical Science, Mathematics, and Engineering.

The college is located in a multi-ethnic environment in southwestern Colorado. Surrounding communities and villages are mainly composed of American Indian, Spanish American, and Anglo populations. The student enrollment is approaching 1,800 students. Ten percent are American Indians. They represent 30-35 Indian tribes and Alaskan native groups. This relatively large enrollment of Indian students results in part from the admittance of qualified American Indian students tuition free and the proximity of the college to Ute, Apache, Navajo, Hopi, Zuni, and other American Indian groups.

Language and other culturally-related factors are formidable problems for many bilingual students in their effort to adapt and compete in the academic and social aspects of this college. Drop-outs and failures have been especially high among American Indian students. The Intercultural Program is a pilot program with the central purpose of increasing the opportunities for bilingual students to succeed at the college level. Funded under Title III, Higher Education Act of 1965, the program has been in operation since July 1, 1967. In order to have sufficient time to determine the effectiveness of the program, the projected period of operation is five years.

The purpose of Title III, PL 89-329, Higher Education Act of 1965, is to strengthen developing institutions through cooperative arrangements with other institutions and agencies which have talent and resources. Fort Lewis College operates the Intercultural Program in cooperation with the Intensive English Center of the University of Kansas and the Bureau of Indian Affairs' Division of Education for the Navajo and Albuquerque areas.

Fort Lewis College is deeply involved with the education of the American Indian and other bilingual students. For this reason it is concerned with learning and instructional problems which confront both student and faculty in terms of language and culture. Through the cooperative arrangement the college is seeking to improve and extend its academic and advisory programs to meet the special needs of these students.

Beginning July 1, 1967, and projecting a five-year period of time for sufficient time and study, the program hopes to increase substantially the success of bilingual students at the college level.

With this goal in mind, the objectives of the Intercultural Program are:

To draw upon the resources of the cooperating institution and agencies.

To conduct a six-week pre-college orientation program during the summer months for college-bound American Indian and Spanish American students.

To provide intensive study of the English language for bilingual students deficient in this area.

To provide intensive study of mathematics for bilingual students deficient in this area.

To provide a counseling-advisory program to assist students with personal and academic matters.

To provide a tutorial program for students in need of special help with academic problems.

To continually explore ways to improve the program and to improve Indian education at the college level in general.

To disseminate and prepare information about the progress of the program.

> “*New Mexico Institute of Mining and Technology organized a Socorro Community College to provide educational opportunity for residents of Socorro and surrounding communities . . . Socorro is a relatively rural area with a large number of unskilled people. The percentage of the population on the welfare rolls is large. A great many of these adults need additional educational opportunity at a grass roots level.*
>
> *Community College, New Mexico Institute of Mining and Technology*”

PRE-COLLEGE ORIENTATION PROGRAM

A six-week pre-college orientation program is conducted on the campus each summer for selected American Indian and Spanish American students who plan to attend a college or university. The purpose of the program is to familiarize students with and to prepare them for the academic and social life of the college campus.

In order to qualify for the summer program, the students must signify their intention to attend a college or university, meet Fort Lewis College entrance requirements, have acceptable American College Test scores, and be recommended by their counselors, principals, or superintendents.

Tuition, board, and room are furnished. The students must provide their own transportation to and from the college.

The pre-college curriculum consists of:

Intensive English Study.
Intensive Mathematics Study.
College Orientation.
Independent Study.
Auditing of College Classes.
Educational Tours.
Cultural Programs and Forums.
Campus Activities.

The students receive practice in registration for classes, understanding lectures, using the library, development of study habits and skills, outlining, note making, summarizing, reading for a purpose, preparing for and taking of examinations, planning a study schedule, and the budgeting of time. They are given assistance in preparing for the college or university of their choice, including such matters as selection of beginning courses, residence hall regulations, academic standards, and grading procedures. In addition, the students have many practical experiences and introductions to college life while living on the campus.

Applications for the summer program may be made through the Office of Admissions and Records, Fort Lewis College, Durango, Colorado 81301.

THE ENGLISH PROGRAM

Structure, composition, and reading form the basis for the study of the English language. The approach to the subject matter is that of English as a second language rather than English as a first or native language rather than English as a first or native language. Emphasis is given to the study of oral and written communication systems in relation to other Anglo-American cultural patterns.

The English program during the academic year includes the following course offerings:

English 019, Intensive English, without credit, but with equivalency work-load credit.

English 100, bilingual Developmental Reading, 1 hour credit.

English 101, A Linguistic Approach to the English Language, 2 hours credit.

English 103, bilingual Freshman English, 3 hours credit.

English 104, bilingual Freshman English, 3 hours credit.

THE MATHEMATICS PROGRAM

The mathematics program is an intensive introductory program to college mathematics. During the summer program it encompasses remedial, refresher, and college preparatory mathematics.

The following courses are offered during the academic year, along with special help sessions:

Mathematics 100, Mathematics for Liberal Arts, 4 hours credit.

Mathematics 101, Fundamentals of Mathematics, 3 hours credit.

THE COUNSELING PROGRAM

The counseling-advisory program is aimed at assisting students with personal and academic matters.

> “*Fifteen individuals of (dominantly) minority origins were selected to participate in an interdisciplinary program stressing anthropological, social, and psychological insights into the value and motivational aspects of Spanish-speaking and Indian cultures. Care will be taken to develop strategies for learning built upon such insights.*
>
> *The Principalship-Fellowship Preparation*
> *Program for Elementary Schools,*
> *New Mexico State University*”

Typical assistance with personal matters involves campus adjustments, scholarship and grant adjustments, physical examination arrangements, liaison service between parent and college, orientation to campus life, and personal problems.

Typical assistance with academic matters includes the planning of programs of study, selection of courses, preparation of schedules, checking academic progress, and securing individual help when needed.

This program is in operation throughout the year.

THE TUTORIAL PROGRAM

The tutorial program provides the opportunity for students to receive help with special academic problems. The tutors help toward better understanding, study habits, interpretation of assignments and materials, and suggest sources of materials.

Tutorial help is provided throughout the year in nearly all major fields of study.

UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA: PROGRAMS IN RESPONSE TO URBAN CRISES

In May, 1968, in a Special Report to the Regents, President Hitch outlined a new program for the University of California. This report established four broad areas in which the university could contribute to the solution of pressing domestic problems: student access; internal practices, primarily nonacademic; research; and public service. The following report outlines the university's organizational response in these areas.

Two major assumptions have governed the organization of the Urban Crisis Program from its inception. First, the vast bulk of the activity will take place on the nine campuses of the university. Even if the university were less committed to the concept of decentralization, the nature of the programs involved are such as to make it imperative for the individual campuses to respond differently to the different circumstances in which they find themselves. It is clear that many programs at UCLA, for example, may be totally inappropriate for Santa Cruz and equally large differences mark each of the campuses in relation to their surrounding communities.

The second principle relates to the organization of the Urban Crisis Program in the Office of the President at University Hall. With those facets of the total program that required statewide planning or implementation, a choice in organizational styles existed. A single Urban Crisis office could have been created (probably at the vice-presidential level) with operational control over all facets of the program, i.e., disadvantaged students, minority employment, urban research and public service, etc. Alternatively, as each aspect of the program was developed, it could be assigned to the vice-president having functional control over the general area, i.e., students, employment, planning, etc. This latter model was the one adopted. While the President's Office seeks to keep informed about all aspects of the program through the coordinative efforts of a special assistant, the operational control of each university-wide program has been assigned to the vice-president having authority in the general area. The following describes this division at the statewide level.

STUDENT ACCESS

Programs dealing with the access of disadvantaged students to the university have been assigned to the vice-president — Educational Relations. Funds for EOP, federal programs in this area, policy concerning the 4 percent waivers, special relations with high schools having a high percentage of minority students, relations with the state and junior colleges, and other student-oriented aspects of President Hitch's program fall into this category.

From the initial announcement of the Urban Crisis Program, it was anticipated that close cooperation with other segments of higher education would be essential to achieving a significant breakthrough in the enrollment of disadvantaged students in higher education. A major conference was planned under the direction of Vice-President Kidner, for December of last year. Unfortunately, the tense situation in San Francisco required a postponement of this conference, but the

> “*There is no mystery as to why so few Indians are lawyers. A culture of relative poverty and social and political disenfranchisement always works against educational and professional advancement. Today, for example, more than 350,000 Indians live in Arizona and New Mexico, but not a single Indian practices law in these states nor has an Indian in the memory of school officials ever graduated from the law schools of the respective state universities.*
>
> *Special Program in Law for American Indians, University of New Mexico* ”

need for concerted action still exists, and discussions continue on this matter.

INTERNAL POLICIES

Those aspects of the President's Program dealing with the operations of the university in its corporate capacity have been placed under the jurisdiction of the vice-president — Business and Finance. Included here are recruitment and employment policies, on-the-job training, and relations with outside contractors and vendors. The university has become increasingly involved in these areas, and nonacademic employment has started to reflect this involvement. At the present time, the final draft of an affirmative action program for contractors working on university projects is being circulated. The response from federal agencies suggests that its adoption will put the university in the forefront in the struggle to increase equal opportunities for employment in the building trades. The direction of these programs has been assigned to Mr. James Goodwin in Vice-President Bannerman's office.

RESEARCH AND PUBLIC SERVICE

Central to President Hitch's urban crisis message was a program for mobilizing the research capabilities of the university for a concerted attack on the range of problems facing our society. The regents, reflecting this concern, authorized $500,000 in October for a series of pilot projects. The 1970-71 budget requested an additional $3 million for the Urban Crisis Program which, unfortunately, has been reduced in the executive budget to $600,000. A list of the first university-wide funded projects is attached as illustrative of the type of program that will be encouraged.

The program is located in the Office of the vice president — Planning and Analysis. Vice-President Balderston has set up an Urban Crisis Research and Public Service Unit under the direction of Mr. John Martin.

CAMPUS RESPONSE

The nine campuses of the university have responded enthusiastically, and in a variety of ways, to President Hitch's urban crisis message. Summaries from UCLA, Riverside, Davis, and San Francisco are illustrative of the creativity and broad range of alternatives available to the university in its quest to become more relevant to the challenges facing American society in the mid-twentieth century.

UCLA'S RESPONSE TO THE URBAN CRISIS

President Hitch, in one of his first public statements as president of the university, outlined the initial steps in a comprehensive program to involve each of the major university functions — education, research, and public service — in a new attack on the nation's urban problems. Included in this commitment are positive programs to equalize access to higher education for minority students, to employ more individuals from minority groups and provide them with greater opportunities for professional advancement, and to conduct mission-oriented research and assistance to alleviate the problems of the depressed urban centers.

Recognizing the urgency and complexity of this task, in June of last year the chancellor called together a Steering Committee of faculty, students, and administrators to evaluate existing programs and develop a plan to guide UCLA's future involvement. The committee was asked specifically to focus on:

1. Development of special educational programs which, by intensive recruitment, special entrance criteria, and extensive financial and academic support, would drastically increase the number of people from minority groups educated at UCLA.

2. Modification and extension of the curriculum to insure that our academic program fully and accurately takes into account the special contributions of the members of these groups in our society as well as the problems which confront them.

3. Examination and, where necessary, modification of the university's contractual and personnel policies (academic as well as nonacademic) to see to it that we are making the fullest utilization possible of the relatively untapped manpower potential which exists within these minority groups.

4. Organization of our resources to insure that we are making the fullest possible contribution, commensurate with the university's total mission, to action programs undertaken within the community to improve the quality of life and future prospects of members of minority groups residing therein.

> “*This course will be instituted in September, 1969. It is designed to have a socio-economic slant of the problems, successes, and failures of the American Negro. The course is designed to give our predominantly white student population the background necessary to understand the minority problems of today and to serve for the second part of the sequence, a course in social psychology of the black.*
>
> *History of the American Negro,*
> *Lane Community College, Oregon* ”

This Steering Committee included the chairman of the Academic Senate, chairman of the Budget Committee, chairman of the Committee on Educational Policy, the vice-chancellor — Educational Planning, and student representatives from the United Mexican-American Students, Black Students' Union, and the two student legislative councils. It was chaired by Assistant Vice-Chancellor Charles Wilson.

In order to facilitate examination of the aforementioned foci, the Steering Committee divided itself into three task forces, each under student chairmanship, with membership extending beyond that of the Steering Committee and representing all segments of the campus community.

A TASK FORCE ON STUDENT ENTRY proposed a program, now in operation, for high potential students, not to exceed 100, who would be identified, with the aid of UCLA students familiar with the ghetto and barrio communities. For these high potential students, in addition to special admission procedures (under the 4 percent special admissions rule), special financial aid packages and peer counselling, a new study program has been planned to precede their participation in regular UCLA courses. Under the direction of Professor Thomas Robischon of the School of Education, the program has enlisted Joseph Barry from the Office of Overseas Operation, and Beverlee Bruce, a graduate student and former staff member of the Southwestern Educational Laboratory, to design, implement, and evaluate the special academic offering. The academic aspects of this program are being supervised by Assistant Professors Russell Campbell (English), David Sanchez (mathematics), and Boniface Obichere (history). Seven instruction specialists from local minority communities have been employed to implement the instructional sequences. Peer counselling and tutorial assistance are being supplied by 32 teaching aides recruited from among UCLA students.

This same task force also proposed a Veterans' Program, and at this time a recruitment and academic orientation program is being developed by University Extension in cooperation with the university's new director of Special Educational Programs, Mrs. Mary Jane Hewitt.

As an indirect result of this task force's inquiry, plans have been developed to expand existing programs. For example, in the undergraduate Educational Opportunity Program, 1,070 students will be matriculated during the current academic year as compared to 514 in 1967-68. The master's level program will support 54 students compared to 18 in 1967-68, and the professional schools will support 75 students. (Only the law school had a program in 1967-68 for 14 students.) Also a Doctoral Opportunity Program has been established to accommodate 20 students.

Finally, out of the efforts of this task force, plans have been discussed with four junior colleges (Compton and East Los Angeles Junior Colleges, and Los Angeles and Pasadena City Colleges) which will use UCLA students as teachers' aides or counsellors in improving communications skills among minority students.

A CURRICULAR DEVEOPMENT TASK FORCE approached two problems: (1) the development of a curriculum for the High Potential Program, which has been implemented, and (2) planning for the establishment of an Institute for American Cultures, encompassing initially centers for the study of Afro-American, Mexican-American, Oriental-American, and American Indian history and culture and for participation in community action programs.

As an interim step, pending Academic Senate approval of the institute concept, a *project* for the study of American cultures was constituted in the fall of 1968, but announced on January 23, 1969. The purpose of the project and ultimately the institute will be to materially assist in the development of knowledge in the various ethnic areas as well as speed the development of new courses within academic departments; to enlarge the cultural awareness of all students; to encourage the recruitment of minority group scholars; and to coordinate faculty and student involvement in community action programs.

Steering committees for the American Cultures Project and for each of the cultural programs within it are already in operation. These are composed of representation from faculty, students, administration, and

> *“The sudden emergence of overt white racism, along with the intensification of covert white racism, on the University of Oregon campus, has threatened the very foundation of this institution. In the past, black students have dealt with racism on an individual level whenever it presented itself. However, recent incidents have indicated that this method is no longer valid as a strategy. Therefore, to combat racism and to reduce the racial tensions on campus, institutional changes are necessary.*
>
> *Grievances and Demands of Black Students,*
> *University of Oregon* ”

the community. Permanent quarters for the project are being planned for occupancy in three to six months. Space will be provided for the directors and their staffs and for a common library and workroom. Currently, temporary space has been assigned to research assistants, secretarial staffs, and interim program heads.

Other plans call for publication of a journal, *American Cultures,* a quarterly devoted to articles and reviews pertaining to the history, culture, and social problems of American minority groups.

An URBAN RESEARCH AND ACTION TASK FORCE concentrated initially on the concept of the Center for the Study of Afro-American History and Culture as an action-oriented unit rather than a research and learning center. Upon receiving a recommendation for the creation of a Board of Urban Research and Development (BURD) generated by a joint faculty-administration committee, the task force turned its attention to that proposal as the most appropriate community action approach.

In broad conceptual terms, BURD is a federation of autonomous units and interest groups in the university with shared responsibility for marshalling a coordinated attack on urban problems. Perhaps it is best described as a problem-solving coalition, which will stimulate and encourage urban research and action programs. The functions of BURD shall consist of providing advice on planning research priorities and policies, community-university interaction and communications, and general administrative support for multi-unit projects, including the encouragement of innovative projects within the urban area. BURD will consist of approximately 35 members, named initially by the chancellor, and drawn from faculty, students, administration, and the urban communities we seek to serve. The size of BURD will necessitate the appointment of an executive officer and an executive committee to facilitate policy level decision-making and to assist in the general administration of BURD's affairs.

At the outset, it is proposed that the concept of sponsored participation be adopted, i.e., on-going projects will have the option of sharing autonomy at the operation and policy-making levels in exchange for funding and organizational support from BURD. Three major groups of projects will be sponsored by BURD. These are (1) Community-Based Projects, (2) Student-Developed Programs for Community Involvement, and (3) Urban-Oriented Curricular Innovations. Among the most active of the Community-Based Projects are the UCLA-Compton Project and the Pico-Union Project.

The UCLA-Compton Project is funded by a $64,000 grant of university funds and involves the Institute of Government and Public Affairs, the Graduate School of Education, and University Extension. It has two major thrusts: (1) a Clinical Year Program, which provides a significant educational experience for a select group of UCLA graduate students and Compton Junior College students and at the same time provides a needed resource for the City of Compton through the direct assignment of these students to city offices for the purpose of participating in community development and educational programs; and (2) the Community Education Program directed by the Department of Urban Affairs, University Extension, aimed specifically at promoting a constructive dialogue between the civic leadership of Compton and the grass-roots community.

In addition, the UCLA Graduate School of Education and the Compton High School District are developing a cooperative arrangement to carry out in-service training of teachers and school administrators, and conduct pilot programs around academic innovations which are most relevant to the needs of the community.

The Pico-Union Project, recent recipient of a $50,000 grant from the Norman Foundation, is concerned with the general quality of life in a depressed mid-city setting. Under this program the university will work directly with indigenous community groups to assist in the development of a neighborhood organization with managerial capability to serve as a catalyst for the creation of independent, community-based institutions that can then perform planning, research, and redevelopment tasks.

The Student-Developed Programs of interest to BURD include an Urban Centers Development Program, expanded and extended tutorial projects, and programs for providing direct professional services to the poor.

> “*Over $7,000 in books involving Afro-American culture and black history have been ordered for the library, and $700 worth of records including spirituals, blues, and jazz will soon be available. In addition, advice has been given to the audio-visual department in the area of films and related materials.*
>
> *The free public night class, in which attendance has averaged over 100, has produced meaningful dialogue and a learning experience between the academic community and the wider community of Missoula.*
>
> *Afro-American Affairs, University of Montana*”

BURD's interests in curricular innovation include the above-described Institute for the Study of American Cultures, development of degree granting programs in urban studies, and a cooperative effort between the university and the junior colleges for the development of innovative programs to increase the entry of minority group students into university level work.

RECRUITMENT OF MINORITY FACULTY

In November of 1968, the chancellor proposed a program of action to the Academic Senate, conceived to produce immediate and substantial results not by reducing faculty quality, but by increasing the pool of qualified talent available. The program consists of the following four parts:

1. The implementation of a concentrated and coordinated effort to discover from within the traditional manpower sources the maximum number of thoroughly qualified candidates for appointment to the faculty from among the minority groups concerned. A member of the chancellor's staff would be given primary responsibility for assisting departments in this regard as is appropriate. In addition, he would be guided by an Academic Senate Committee charged with overseeing this activity, as well as the other parts of the total program, and reporting regularly to the Senate.

2. The development of a program to identify persons potentially capable of appointment to the faculty, but who have been forced, for one reason or another, to interrupt their pursuit of the Ph.D. or other appropriate degree and who need to be provided with a real opportunity to fulfill that goal. When identified, such persons might be brought to UCLA as acting instructors or acting assistant professors, given a lighter-than-normal teaching load and sufficient support to enable them to complete their degree requirements here. If at that time they are deemed to be fully qualified, their appointments could then be regularized.

3. The identification of persons who have completed all their formal educational requirements and who, for a variety of reasons, are now teaching in colleges or universities under circumstances which have not permitted them to pursue their professional development sufficiently to make them eligible for appointment to the faculty, but who are potentially capable of and interested in a career at a major university. Such persons might be brought to UCLA in research or other postgraduate programs and given an opportunity to rectify their current professional deficiencies, at which time they, too, could be given professorial appointments on the faculty.

4. The reversal of UCLA's normal policy regarding the hiring of its own products with respect to graduates from the minority groups. In other words, stating as a principle our intention to appoint to the faculty those fully qualified members of minority groups receiving Ph.D.'s from UCLA rather than requiring, as is generally the case, that such appointments require greater justification than appointments not involving UCLA's own graduates.

The foregoing is, of course, far from being an exhaustive description of UCLA's involvement in urban-oriented programs. It does, however, indicate the breadth and depth of commitment on this campus to finding solutions to these most compelling problems of our times.

> "*Montana has a fee waiver provision by law for resident American Indians for four-year college courses in the state-supported units.*
>
> *Western Montana College* "

PART IV

EXHIBITS

TABLE 1. SPECIAL RECRUITMENT EFFORTS FOR MINORITY STUDENTS — UNDERGRADUATES

ALASKA
Alaska Methodist University

ARIZONA
Arizona State University
Arizona Western College

CALIFORNIA
American River College
Antelope Valley College
California College of Arts and Crafts
California Lutheran College
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of Marin
College of Notre Dame
College of San Mateo
College of The Holy Names
Compton College
Contra Costa College
Cypress Junior College
Foothill College
Fresno State College
Fullerton Junior College
Gavilan College
Golden Gate College
Humphreys College
Immaculate Heart College
LaVerne College
Los Angeles City College
Loyola University
Merced College
Mesa College
Mills College
Monterey Peninsula College
Moorpark College
Mount St. Mary's College
Occidental College
Orange Coast College
Pacific Oaks College

> “*The history of minorities is a one-semester elective course open to all students. The general design of the course is to answer certain pertinent questions such as:*
> *What groups are minorities?*
> *Their countries of origin?*
> *Where did they settle?*
> *Their contributions?*
> *Problems of yesterday and today?*
> *How might these problems possibly be settled?*
>
> *Class in the History of Minorities,*
> *Westminster College, Utah*”

CALIFORNIA—Continued

Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Joaquin Delta College
San Jose City College
San Jose State College
Santa Rosa Junior College
Sonoma State College
Stanford University
Stanislaus State College
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Barbara
University of California, Santa Cruz
University of Santa Clara
University of the Pacific
Westmont College

COLORADO

Adams State College
Aims College
Arapahoe Junior College
Colorado College
Colorado School of Mines
Fort Lewis College
Loretto Heights College
Metropolitan State College
Rangely College
Regis College
Temple Buell College
University of Colorado
University of Denver

HAWAII

Church College of Hawaii

IDAHO

Boise State College
Idaho State University
University of Idaho

MONTANA

University of Montana
Western Montana College

NEVADA

University of Nevada

NEW MEXICO

New Mexico Institute of Mining and Technology
University of Albuquerque
University of New Mexico

OREGON

Eastern Oregon College
Pacific University
Portland State University
Treasure Valley Community College
University of Oregon
University of Portland
Willamette University

WASHINGTON

Central Washington State College
Edmonds Community College
Highline Community College
Seattle Community College
Seattle Pacific College
University of Puget Sound
University of Washington
Washington State University

WYOMING

Eastern Wyoming College

> “*The department, in cooperation with the Seattle Public Schools, has developed a teacher-preparation program designed for urban center schools. Central realizes that, because nearly all teacher-education programs now in existence prepare for a middle-class environment, there is a critical need for a new program designed to prepare students for teaching in complex and rapidly-growing urban centers. These areas often represent the economically underprivileged people with needs different from those in other areas.*
>
> *Urban Center Teacher Preparation Program,*
> *Central Washington State College* ”

TABLE 2. SPECIAL ORIENTATION OR PREPARATION PRIOR TO ADMISSION FOR MINORITY STUDENTS — UNDERGRADUATES

ALASKA

Alaska Methodist University
University of Alaska

ARIZONA

Arizona State University
Arizona Western College

CALIFORNIA

American River College
Antelope Valley College
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of Marin
College of Notre Dame
College of San Mateo
Contra Costa College
Cypress Junior College
Fresno State College
Fullerton Junior College
Gavilan College
Golden Gate College
Humphreys College
LaVerne College
Merced College
Mesa College
Monterey Peninsula College
Occidental College
Palomar College
Sacramento State College
San Fernando Valley State College
San Francisco State College
San Joaquin Delta College
Santa Rosa Junior College
Stanislaus State College
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Barbara
University of California, Santa Cruz
University of the Pacific

COLORADO

Aims College
Arapahoe Junior College
Fort Lewis College
Metropolitan State College
University of Colorado

HAWAII

Church College of Hawaii

IDAHO

Boise State College

MONTANA

University of Montana

NEVADA

University of Nevada

NEW MEXICO

University of New Mexico

OREGON

Eastern Oregon College

> *“The program is designed to provide capital and expertise to black businessmen who wish to begin or expand their businesses. The role of the university is to provide expert consultation and establish teaching and training programs needed by black businessmen. This might include such things as day-to-day consultation, training in accounting, survey analysis, management consultation, and consumer education.*
> *Black Business Development, University of Puget Sound, Washington”*

OREGON—Continued

Portland State University
Salem Technical-Vocational Community College
Treasure Valley Community College
Umpqua Community College
University of Oregon
University of Portland
Willamette University

UTAH

Weber State College

WASHINGTON

Central Washington State College
Edmonds Community College
Fort Steilacoom Community College
Highline Community College
Seattle Pacific College
Shoreline Community College
University of Puget Sound
University of Washington
Washington State University
Yakima Valley College

WYOMING

Eastern Wyoming College

> “*The Black Studies Program was petitioned by a thousand students and faculty. We expect that many more white students will undertake studies in this area than will black students. The black students, however, are thoroughly in support of the program.*
>
> *Black Studies Program, Washington State University* ”

TABLE 3. RELAXED ADMISSIONS STANDARDS FOR MINORITY STUDENTS.—UNDERGRADUATES

ALASKA

Alaska Methodist University

ARIZONA

Arizona Western College

CALIFORNIA

American River College
Antelope Valley College
California College of Arts and Crafts
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, San Luis Obispo
California State Polytechnic College, Pomona
Chapman College
Chico State College
Claremont Colleges
College of Notre Dame
College of The Holy Names
Compton College
Fresno State College
Golden Gate College
Humphreys College
Immaculate Heart College
Merritt Community College
Mills College
Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Jose State College
Santa Rosa Junior College
Sonoma State College
Southern California College
Stanford University
Stanislaus State College
University of California, Davis
University of California, Irvine
University of Californa, San Diego
University of California, Santa Barbara
University of Santa Clara
University of the Pacific

COLORADO

Colorado College
Metropolitan State College
University of Colorado

HAWAII

Church College of Hawaii

IDAHO

Boise State College

MONTANA

University of Montana
Western Montana College

NEVADA

University of Nevada

OREGON

Eastern Oregon College
Pacific University
Portland State University
Salem Technical-Vocational Community College
University of Oregon
University of Portland

UTAH

Weber State College

WASHINGTON

Central Washington State College
Fort Steilacoom Community College
Seattle Pacific College
University of Washington
Washington State University

> “*This project was initiated in conjunction with a sophomore course in the foundation of learning. In cooperation with the principal of the public elementary school, students of the class were allowed to spend time working with disadvantaged children in the school. The duties of the students were directly related to the learning processes of children, and not just clerical duties.*
>
> *Eastern Wyoming College* ”

TABLE 4. SPECIAL FINANCIAL AID PROGRAM FOR MINORITY STUDENTS — UNDERGRADUATES

ALASKA

Alaska Methodist University

ARIZONA

Arizona State University
Arizona Western College

CALIFORNIA

American River College
Antelope Valley College
California College of Arts and Crafts
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, San Luis Obispo
California State Polytechnic College, Pomona
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of Marin
College of Notre Dame
College of San Mateo
College of The Holy Names
Compton College
Contra Costa College
Cypress Junior College
Foothill College
Fresno State College
Fullerton Junior College
Gavilan College
Humphreys College
Immaculate Heart College
LaVerne College
Loyola University
Merced College
Merritt Community College
Mesa College
Mills College
Monterey Peninsula College
Moorpark College
Mount St. Mary's College
Occidental College
Orange Coast College
Palomar College
Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco State College
San Joaquin Delta College
San Jose City College
San Jose State College
Santa Rosa Junior College
Sonoma State College
Southern California College
Stanislaus State College
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Barbara
University of California, Santa Cruz
University of Santa Clara
University of the Pacific
Westmont College

COLORADO

Aims College
Arapahoe Junior College
Colorado College
Colorado School of Mines
Fort Lewis College
Loretto Heights College
Metropolitan State College
Rangely College
Regis College
Temple Buell College
University of Colorado
University of Denver

HAWAII

Church College of Hawaii

IDAHO

Boise State College
Northwest Nazarene College
University of Idaho

MONTANA

University of Montana
Western Montana College

> “*Strictly speaking, Hawaii does not have the mainland's minority problem nor a serious urban crisis yet. The University of Hawaii system of community colleges takes care of vocational needs . . . At Chaminade we try to meet other community educational needs.*”

NEVADA

University of Nevada

NEW MEXICO

New Mexico State University

OREGON

Eastern Oregon College
Pacific University
Portland State University
Treasure Valley Community College
Umpqua Community College
University of Oregon
University of Portland
Willamette University

UTAH

Utah State University
Weber State College

WASHINGTON
Central Washington State College
Fort Steilacoom Community College
Highline Community College
Seattle Community College
Seattle Pacific College
Shoreline Community College
University of Puget Sound
University of Washington
Washington State University

WYOMING
Eastern Wyoming College

TABLE 5. TUTORIAL HELP PROGRAMS FOR MINORITY STUDENTS — UNDERGRADUATES

ARIZONA

Arizona Western College
Cochise College

CALIFORNIA

American River College
Antelope Valley College
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of Marin
College of Notre Dame
College of San Mateo
College of The Holy Names
Compton College
Contra Costa College
Cypress Junior College
Foothill College
Fresno State College
Fullerton Junior College
Gavilan College
Golden Gate College
Humphreys College
Immaculate Heart College
LaVerne College
Los Angeles City College
Loyola University
Merced College
Merritt Community College
Mesa College
Monterey Peninsula College
Moorpark College
Occidental College
Orange Coast College
Pacific Oaks College
Palomar College
Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Joaquin Delta College
San Jose City College
San Jose State College
Santa Rosa Junior College
Sonoma State College
Stanford University
Stanislaus State College
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Barbara
University of California, Santa Cruz
University of Santa Clara
University of the Pacific

COLORADO

Adams State College
Aims College
Arapahoe Junior College
Colorado College
Fort Lewis College
Metropolitan State College
Rangely College
University of Colorado

HAWAII

Church College of Hawaii

IDAHO

Boise State College
Idaho State University
Northwest Nazarene College
University of Idaho

MONTANA

University of Montana

NEVADA

University of Nevada

NEW MEXICO

New Mexico State University
University of New Mexico

OREGON

Big Bend Community College
Eastern Oregon College
Pacific University
Portland State University
Salem Technical-Vocational Community College
Treasure Valley Community College
University of Oregon
University of Portland
Willamette University

UTAH

Utah State University
Weber State College

WASHINGTON

Central Washington State College
Fort Steilacoom Community College
Highline Community College
Seattle Community College
Shoreline Community College
University of Puget Sound
University of Washington
Washington State University

TABLE 6. SPECIAL RECRUITMENT EFFORTS, FINANCIAL AID, OR TUTORIAL HELP FOR MINORITY STUDENTS AT THE GRADUATE OR PROFESSIONAL LEVEL

ALASKA

Alaska Methodist University

ARIZONA

Cochise College
Thunderbird Graduate School

CALIFORNIA

California College of Arts and Crafts
California College of Podiatric Medicine
California State College, Los Angeles
Chico State College
Fresno State College
Golden Gate College
Hastings College of Law
Loyola University
Moorpark College
Pepperdine College
San Francisco State College
San Jose State College
Stanford University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Barbara
University of Santa Clara

COLORADO

Adams State College
Metropolitan State College
University of Colorado
University of Denver

IDAHO

Boise State College
Idaho State University

MONTANA

University of Montana
Western Montana College

NEVADA

University of Nevada

NEW MEXICO

New Mexico State University
University of New Mexico

OREGON

University of Oregon

WASHINGTON

Shoreline Community College
University of Washington
Washington State University

TABLE 7. EDUCATIONAL PROGRAMS FOR PROSPECTIVE ELEMENTARY AND SECONDARY TEACHERS OF DISADVANTAGED YOUTH

ALASKA

Alaska Methodist University
Anchorage Community College

ARIZONA

Arizona State University

CALIFORNIA

California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chico State College
Claremont Colleges
College of Notre Dame
Cypress Junior College
Fresno State College
Gavilan College
LaVerne College
Los Angeles City College
Merced College
Merritt Community College
Mills College
Monterey Peninsula College
Mount St. Mary's College
Occidental College
Pacific Oaks College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Jose State College
University of California, Davis
University of California, Irvine
University of California, Santa Barbara
University of Santa Clara
University of the Pacific

COLORADO

Adams State College
Loretto Heights College
Metropolitan State College
Temple Buell College
University of Colorado
University of Denver
Western State College

IDAHO

Boise State College

MONTANA

University of Montana
Western Montana College

NEVADA

University of Nevada

NEW MEXICO

New Mexico Institute of Mining and Technology
New Mexico State University

OREGON

Eastern Oregon College
Pacific University
Portland State University
Treasure Valley Community College
Umpqua Community College
University of Oregon Medical School
University of Portland

UTAH

Utah State University

WASHINGTON

Central Washington State College
Pacific Lutheran University
Seattle Pacific College
University of Puget Sound
Washington State University

TABLE 8. SPECIAL EFFORTS TO RECRUIT FACULTY MEMBERS FROM MINORITY GROUPS

ALASKA

Alaska Methodist University

ARIZONA

Arizona State University

CALIFORNIA

American River College
California College of Arts and Crafts
California College of Podiatric Medicine
California Lutheran College
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of Marin
College of San Mateo
College of The Holy Names
Compton College
Contra Costa College
Fresno State College
Fullerton Junior College
Gavilan College
Golden Gate College
Immaculate Heart College
LaVerne College
Loyola University
Merced College
Merritt Community College
Mesa College
Mills College
Monterey Peninsula College
Occidental College
Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College
San Joaquin Delta College
San Jose City College
San Jose State College
Santa Rosa Junior College
Solano College
Sonoma State College
Stanford University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Santa Clara
University of the Pacific

COLORADO

Adams State College
Aims College
Arapahoe Junior College
Colorado College
Regis College
Temple Buell College
University of Colorado
University of Denver

IDAHO

Boise State College

MONTANA

University of Montana

NEVADA

University of Nevada

NEW MEXICO

New Mexico Institute of Mining and Technology
New Mexico State University

OREGON

Pacific University
Portland State University
Treasure Valley Community College
University of Oregon
University of Portland

WASHINGTON

Central Washington State College
Edmonds Community College
Fort Steilacoom Community College
Highline Community College
Pacific Lutheran University
Seattle Community College
Seattle Pacific College
Shoreline Community College
University of Puget Sound
University of Washington
Washington State University

TABLE 9. INSTITUTIONS WITH SEPARATE BLACK STUDIES DEPARTMENT OR COLLEGE

CALIFORNIA

California State College, Los Angeles
College of San Mateo
Merritt Community College
Mills College
Monterey Peninsula College
San Fernando Valley State College
San Francisco State College
San Jose City College

COLORADO

Metropolitan State College
University of Colorado

OREGON

Portland State University

WASHINGTON

University of Washington

TABLE 10. INSTITUTIONS OFFERING A DEGREE MAJOR IN BLACK STUDIES

CALIFORNIA

American River College
California Lutheran College
California State College, Long Beach
California State College, Los Angeles
California State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chico State College
College of Marin
College of San Mateo
Compton College
Contra Costa College
Merritt Community College
Mesa College
Mills College
Monterey Peninsula College
Pepperdine College
Sacramento State College
San Fernando Valley State College
San Francisco State College
San Jose City College
San Jose State College
Solano College
Sonoma State College
Stanford University
University of California, Irvine
University of the Pacific

COLORADO

University of Colorado

WASHINGTON

Shoreline Community College
University of Puget Sound,
University of Washington

TABLE 11. INSTITUTIONS WITH A SEPARATE URBAN AFFAIRS CENTER OR INSTITUTE

ARIZONA

Arizona State University

CALIFORNIA

American River College
California State College, Los Angeles
LaVerne College
Los Angeles City College
Occidental College
Palomar College
Pepperdine College
San Francisco State College
San Joaquin Delta College
Stanford University
University of California, San Diego
University of Santa Clara

COLORADO

Arapahoe Junior College
Colorado College
Metropolitan State College
University of Colorado

HAWAII

University of Hawaii

NEW MEXICO

University of Albuquerque
University of New Mexico

OREGON

Portland State University

WASHINGTON

Central Washington State College
Pacific Lutheran University
University of Puget Sound

TABLE 12. MISCELLANEOUS: COMMUNITY SERVICE PROJECTS AND OTHER RELATED PROGRAMS

ALASKA

Alaska Methodist University
Anchorage Community College
University of Alaska

CALIFORNIA

American River College
California College of Arts and Crafts
California College of Podiatric Medicine
California Lutheran College
California State College, Los Angeles
Califorina State Polytechnic College, Pomona
California State Polytechnic College, San Luis Obispo
Chabot College
Chapman College
Chico State College
Claremont Colleges
College of San Mateo
College of The Holy Names
Contra Costa College
Cypress Junior College
Fresno State College
Gavilan College
Golden Gate College
Hastings College of Law
LaVerne College
Los Angeles Trade-Technical College
Loyola University
Merced College
Merritt Community College
Mills College
Monterey Peninsula College
Mount St. Mary's College
Occidental College
Otis Art Institute
Pacific Oaks College
Palomar College
Pepperdine College
Sacramento State College
San Diego Community College
San Fernando Valley State College
San Francisco College for Women
San Francisco State College

CALIFORNIA—Continued

San Joaquin Delta College
San Jose State College
Santa Rosa Junior College
Solano College
Sonoma State College
Stanford University
St. Patrick's College
University of California, Davis
University of California, Irvine
University of California, San Diego
University of California, San Francisco Medical Center
University of California, Santa Cruz
University of Santa Clara
University of the Pacific

COLORADO

Adams State College
Aims College
Arapahoe Junior College
Fort Lewis College
Loretto Heights College
Mesa Junior College
Temple Buell College
University of Colorado

HAWAII

Chaminade College
Kauai Community College
University of Hawaii

IDAHO

Boise State College
Idaho State University
Northwest Nazarene College
University of Idaho

MONTANA

University of Montana

NEW MEXICO

New Mexico Institute of Mining and Technology
New Mexico Tech
University of Albuquerque
University of New Mexico

OREGON

Big Bend Community College
Central Oregon Community College
George Fox College
Pacific University
Salem Technical-Vocational Community College
Treasure Valley Community College
Umpqua Community College
University of Oregon
University of Oregon Dental School
University of Portland

UTAH

Weber State College
Utah State University

WASHINGTON

Central Washington State College
Edmonds Community College
Fort Steilacoom Community College
Highline Community College
Pacific Lutheran University
Seattle Community College
Seattle Pacific College
Shoreline Community College
University of Puget Sound
University of Washington

PART V

LIST OF RESPONDENTS

ALASKA

Alaska Methodist University—O. W. Frost, Dean, College of Liberal Arts
Anchorage Community College—James Irany, Assistant Professor of Sociology
University of Alaska—Donald R. Theophilus, Jr., Academic Vice-President

ARIZONA

Arizona State University—Richard G. Landini, Assistant to the President
Arizona Western College—Ralph Moorehead, Dean of Students
Cochise College—R. W. Meyers, Chairman, Division of Social Science
Glendale Community College—William E. Berry, Dean of Instruction
Thunderbird Graduate School—Arthur L. Peterson, President
University of Arizona—Richard A. Harvill, President
Yavapai College—John W. Barnes, President

CALIFORNIA

American River College—Lorine A. Aughinbaugh, Assistant Dean of Research
Antelope Valley College—J. G. Brown, Dean of Student Personnel
Azuza Pacific College—Glen W. Adams, Registrar
California College of Arts and Crafts—Ernest Posey, Jr., Counselor
California College of Podiatric Medicine—P. B. Nelson, President
California Lutheran College—P. L. Paris, Coordinator, Latin American Studies
California State College, Long Beach—Darwin L. Mayfield,
  Coordinator of Research
California State College, Bakersfield—Paul F. Romberg, President
California State College, Los Angeles—Kenneth A. Martyn,
  Vice-President for Academic Affairs
California State College, San Bernardino—John M. Pfau, President
California State Polytechnic College, Pomona—
  Patrick I. O'Donnell, Assistant to the President
California State Polytechnic College, San Luis Obispo—
  Everett M. Chandler, Dean of Students
Chabot College—Wayne T. Williams, Administrative Assistant
Chapman College—Desmond W. Bittenger, Chairman, Sociology Department
Chico State College—Donald E. Lytle, Assistant to the Dean of Students
Claremont Colleges—Robert W. Cooper, General Secretary
Cogswell Polytechnical College—Eugene Wood Smith, President
College of Marin—Irwin P. Diamond, Dean of Students
College of Notre Dame—Robert T. Titlow, Director of Admissions
College of San Mateo—David H. Mertes, Dean, Community Services

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CALIFORNIA—continued

College of The Holy Names—Sister Mary Ambrose Devereux, President
Compton College—Abel B. Sykes, Jr., Dean of Instruction
Contra Costa College—Russell G. Stillwell, Dean of Student Services
Cypress Junior College—James A. Phillips, Area Chairman, Humanities
Foothill College—John Velasquez, Coordinator, Multicultural Program
Fresno State College—Patricia Wright, Director, Institutional Studies
Fullerton Junior College—Phillip W. Borst, Assistant to the President
Gavilan College—Sylvester Heinberg, Dean of Instruction
Golden Gate College—W. S. Robinson, Vice-President for Student Affairs
Hastings College of Law—Joe H. Munster, Jr., Associate Dean
Humphreys College—J. Potter
Immaculate Heart College—Sister Helen Kelley, President
LaVerne College—William P. Relf, Assistant to the Dean of the College
Los Angeles City College—Virginia Maxim, Office of College Development
Los Angeles School of Optometry—C. Abel, Dean
Los Angeles Trade-Technical College—Jeannette R. Hushew, Assistant Dean of Instruction
Loyola University—John W. Clark, Academic Vice-President
Merced College—Loren R. Irwin, Vice-President, Student Personnel
Merritt Community College—Benjamin J. Yerger, Administrative Assistant to the President
Mesa College—Norman E. Chambers, Instructor, Psychology Department
Mills College—Robert Wert, President
Monterey Peninsula College—Jack D. Biscaine, Dean of Student Personnel
Moorpark College—R. A. Lombardi, Assistant Dean of Students
Mount St. Mary's College—Eugene V. Petrick, Vice-President
Occidental College—Robert S. Ryf, Vice-President for Academic Affairs
Orange Coast College—Robert B. Moore, President
Otis Art Institute—Andreas S. Anderson, Director
Pacific Oaks College—Elizabeth Jones, Dean of Faculty
Palomar College—Theodore Kilman, Dean of Adult Education and Community Services
Pepperdine College—Howard H. White, Dean of Undergraduate Studies
Sacramento State College—Charles Wade, Assistant to the President
San Diego Community College—Robert S. Hamilton, Director, Curriculum
San Fernando Valley State College—David W. Benson, Acting Vice-President for Academic Affairs
San Francisco College for Women—Evelyn Klinckmann, Associate Professor of Education
San Francisco State College—William S. Schuyler, Assistant to the Vice-President for Academic Affairs
San Joaquin Delta College—James W. Keene, Director of Institutional Research
San Jose City College—Rex B. Gunn, Dean of Instruction
San Jose State College—Ralph Poblano, Ombudsman
Santa Rosa Junior College—Charles R. Miller, Coordinator, Education Opportunity Program
Solano College—C. Thomas Hosley, Assistant Superintendent, Vice-President of Instruction
Sonoma State College—James B. Enochs, Vice-President for Academic Affairs
Southern California College—J. Calvin Holsinger, Director of Admissions
Stanford University—James I. Simmons, Assistant to the President

CALIFORNIA—continued

St. Patrick's College—Rev. James E. Poggi, Spanish Instructor, Director PASTOR Program
Stanislaus State College—Edward J. Aubert, Acting Coordinator, EOP
University of California, Berkeley—John A. Martin, Coordinator, Urban Research and Public Service Programs
University of California, Davis—D. L. Olmstead, Special Assistant to the Chancellor
University of California, Irvine—Alan Miller, EOP Director
University of California, Los Angeles—Jack Bramson, Office of the Chancellor
University of California, San Diego—Jack Douglass, Assistant to the Chancellor
University of California, San Francisco Medical Center—H. W. Suelzle, Assistant Vice-Chancellor
University of California, Santa Barbara—David P. Gardner, Assistant Chancellor
University of California, Santa Cruz—Lee A. Duffus, Student Services Officer
University of Santa Clara—William B. Perkins, Executive Vice-President
University of the Pacific—John M. Bevan, Academic Vice-President
Western Baptist College—Fred R. Brock, Jr., President
Westmont College—Edwin J. Potts, Assistant Dean of Faculty

COLORADO

Adams State College—John P. Turano, Dean
Aims College—James W. Williams, Administrative Assistant
Arapahoe Junior College—Allan Crawford, President
Colorado College—William A. Ferguson, Director of Student Aid
Colorado Mountain College—Elbie L. Gann, President
Colorado School of Mines—Truman H. Kuhn, Vice-President for Academic Affairs
Fort Lewis College—John F. Reed, President
Loretto Heights College—Mrs. Eleanor M. Gale, Director of Public Relations
Mesa Junior College—Lowell Heiny, Vice-President
Metropolitan State College—Richard A. Hildreth, Coordinator, Special Program Development
Rangely College—J. E. Roberts, President
Regis College—Ronald S. Brockway, Director, Division of Social Science
Temple Buell College—Gordon Bourne, Director
University of Colorado—Elise Boulding, Assistant Professor of Sociology
University of Denver—Wilbur C. Miller, Vice-Chancellor for Academic Affairs
Western State College—Clarence M. Bork, Dean of Faculty

HAWAII

Chaminade College—Robert C. Maguire, Acting President
Church College of Hawaii—Ralph D. Olson, Dean of Students
Kauai Community College—Richard W. Coller, Social Science Instructor
University of Hawaii—John W. Shupe, Interim Vice-President for Academic Affairs

IDAHO

Boise State College—David P. Torbet, Director, Counseling, Guidance and Testing Center
College of St. Gertrude—no name

IDAHO—continued

Idaho State University—Joseph A. Hearst, Dean, College of Liberal Arts
Northwest Nazarene College—John E. Riley, President
University of Idaho—George Davis, Assistant to the President

MONTANA

Eastern Montana College—Harold McCleave, Academic Vice-President
Montana College of Mineral Science and Technology—Kenneth McLeod, Dean of Academic Affairs
Northern Montana College—J. R. Crowley, President
University of Montana—N. E. Taylor, Vice-President for Research
Western Montana College—James E. Short, President

NEVADA

University of Nevada, Reno—Ralph A. Irwin, Administrative Vice-President

NEW MEXICO

College of Artesia—James E. Gibson, President
New Mexico Institute of Mining and Technology—Frederick J. Kuellmer, Academic Dean
New Mexico State University—D. C. Roush, Academic Vice-President
New Mexico Tech—C. R. Keizer, Assistant Dean
University of Albuquerque—John W. Daly, Director, Community and Area Development Institute
University of New Mexico—Hershey Julien, Administrative Assistant to the Academic Vice-President

OREGON

Big Bend Community College—Wells Allred, Academic Dean
Central Oregon Community College—Curtis C. MacDonald, Dean of Instruction
Eastern Oregon College—Theodore C. Brown, Director, Migrant Programs
George Fox College—Arthur O. Roberts, Dean of Faculty
Judson Baptist College—Donald N. Reid, President
Lane Community College—William J. Beals, Chairman, Social Science Department
Linn-Benton Community College—Eldon Schafer, President
Mt. Hood Community College—Miles Green, Director of Research
Northwest Christian College—Barton A. Dowdy, President
Oregon State System of Higher Education—Leo Foltz, Program Development Specialist
Pacific University—Joe V. Stewart, Assistant to the Provost
Portland State University—James C. Caughlan, Director, Office of Institutional Research
Salem Technical-Vocational Community College—Dale E. Pinckney, Program Development
Southwestern Oregon Community College—John Rulifson, Dean of Instruction
Treasure Valley Community College—Robert Patterson, Adult Basic Education Director
Umpqua Community College—Ralph I. Snyder, Dean of Instruction
University of Oregon—Charles T. Duncan, Dean of Faculties

OREGON—continued

University of Oregon, Dental School—Louis G. Terkla, Dean
University of Oregon, Medical School—Charles N. Holman, Dean
University of Portland—Louis C. Vaccaro, Vice-President for Academic Affairs
Willamette University—G. Herbert Smith, President

UTAH

University of Utah—Charles H. Monson, Jr., Associate Vice-President for Academic Affairs
Utah State University—Stanford O. Cazier, Assistant to the President
Weber State College—Howard M. Johnson, Director, Institute of Trade-Technology Education
Westminster College—L. Riley Hodges, Assistant Professor, History Department

WASHINGTON

Central Washington State College–John L. Purcell, Director, Institutional Research
Centralia College- -Vincent L. Coates, Registrar
Edmonds Community College—James E. Marble, Director, Transfer Program
Fort Steilacoom Community College—F. Heath Cobb, Instructor
Highline Community College—M. A. Allan, President
Lower Columbia College—Henry W. Lennstrom, Dean of Instruction
Pacific Lutheran University—Robert K. Menzel, Director, CHOICE
Seattle Community College—Edward K. Erickson, President
Seattle Pacific College—Donald D. Kerlee, Director of Research
Shoreline Community College—Samuel E. Kelley, Administrative Assistant to the President
University of Puget Sound—Daniel Kelleher, Director, Urban Studies
University of Washington—Charles A. Evans, Director, Office of Special Student Programs
Washington State University—Glenn Terrell, President
Yakima Valley College—George W. Pennell, Administrative Assistant

WYOMING

Eastern Wyoming College—Charles Rogers, President

PART VI

COPIES OF QUESTIONNAIRE

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
UNIVERSITY EAST CAMPUS 30TH STREET BOULDER, COLORADO 80302

AREA CODE 303

443-2211
EXT. 6342

Many of our colleges and universities are responding in various ways to the problems posed by the urban crisis and to the special problems of minority groups -- both on the campus and in the community.

The Commissioners have suggested that WICHE survey our western institutions to learn the facts about the most promising of these programs and to share this information with others. In this way, each of our colleges and universities may benefit from the success which some have experienced. Hence, this questionnaire.

We hope you will ask an appropriate member of your staff to respond for your institution. We are seeking brief details about selected programs -- programs you feel are significant, innovative and successful. This survey is not intended to be a catalogue of all your efforts; but rather, of a few -- possibly two or three -- which might serve as models or stimuli for other colleges and universities.

It is WICHE's intention to prepare as soon as possible a publication for general distribution based on this survey. It will consist of two parts. Part I will report in narrative form on the general response of our western institutions to these new problems. Part II will consist of a series of thumbnail sketches of specific programs by individual institutions. We hope that you will want to have your institution represented.

It would be helpful if you could return the enclosed postal card immediately if you plan to participate. The survey should be returned as soon as possible, but no later than April 30. Thank you for any assistance you can provide in helping other western institutions seek new ways of responding to emerging problems.

Sincerely,

Robert H. Kroepsch
Executive Director

ALASKA . ARIZONA . CALIFORNIA . COLORADO . HAWAII . IDAHO . MONTANA . NEVADA . NEW MEXICO . OREGON . UTAH . WASHINGTON . WYOMING

SURVEY OF SELECTED PROGRAMS RELATED TO THE URBAN CRISIS AND MINORITY PROBLEMS

Directions

PART I.

Please print or type. Use reverse side of questionnaire to provide further details or personal comments.

PART II.

On each sheet, please give brief details about one program of instruction, research, consultation, administration or any other kind of activity which is related to problems growing out of the urban crisis or related to minority groups. It should be a program which you feel is significant, innovative, successful, and which might serve as a model for other colleges and universities.

Please use a separate sheet for each program. If you wish to report on more programs, feel free to duplicate this form.

If available, please attach a glossy print of a picture which dramatizes some important aspect of the program. This should be clearly labeled and titled.

Other printed or mimeographed descriptive materials would also be appreciated, including information about other programs not reported. These documents will provide excellent resource material for WICHE's reference library.

* * * * * * * * * * * *

To be considered for inclusion in the publication, the completed forms should be mailed by Wednesday, April 30 to:

Dr. Robert H. Kroepsch, Executive Director
Western Interstate Commission for Higher Education
University East Campus, 30th Street
Boulder, Colorado 80302

Please accept WICHE's thanks for your cooperation in offering to share information with your colleagues at other institutions.

RHK

4/7/69

PART I. SURVEY OF SELECTED PROGRAMS RELATED TO THE URBAN CRISIS AND MINORITY PROBLEMS.

(Please return to WICHE, University East Campus, 30th Street, Boulder, Colorado 80302)

1. Has your institution received any formal demands or requests relative to the urban crisis or minority problems from any campus group or committee? Yes____ No____
(Please attach a copy, if available.)

2. If "yes," list the names of the group(s) indicating ethnic composition, if significant.
(a) ________________________________
(b) ________________________________
(c) ________________________________

3. Has your institution received any formal demands or requests related to the urban crisis or minority problems from any non-campus group or committee? Yes___ No____
(Please attach a copy, if available.)

4. If "yes," list the names of the group(s) indicating ethnic composition, if significant.
(a) ________________________________
(b) ________________________________
(c) ________________________________

5. If your institution has a program now operating in any of the following areas, check the first column. Check the second column if one is to be started before 1970.

(Use other side for further details)	(1) Now Operating	(2) Planned before 1970
a. Undergraduate programs for minority students		
1. Recruitment efforts		
2. Special orientation or preparation prior to admission		
3. Relaxed admissions standards		
4. Special financial aid program		
5. Tutorial help		
b. Minority student recruitment, financial aid or tutorial help at the grad. or professional level.		
c. Educational programs for prospective elementary and secondary teachers of disadvantaged youth		
d. Recruitment of minority faculty		
e. Black studies degree major		
f. Separate black studies dept. or college		
g. Urban affairs center or institute		
h. Community service projects (specify)		
________________________________		
________________________________		
i. Other programs: (Specify)		
________________________________		
________________________________		

Name of person preparing this report: ________________________________
Title: ________________________________ Institution: ________________________________

4/69

PART II. SURVEY OF SELECTED PROGRAMS RELATED TO THE URBAN CRISIS AND MINORITY PROBLEMS

(Please return to WICHE, University East Campus, 30th Street, Boulder, Colorado 80302)

Name of reporting institution: ______________________________

Title of program: ______________________________

State general nature, purpose, objectives and scope of program. Indicate service provided, target group served, number of people involved, evidence of success, etc. Be as specific as possible in 150-200 words. Please type.

By what division, department, or unit of the institution is the program administered?

____

Name and title of program director: ______________________________
Date program was started: ______________________________
Source of funding and amount: ______________________________
Present funding period: ______________________________

Do you believe this program in one form or another will continue after the current funding period has terminated? Yes____ No____ Comments: ______________________________

____

Publications available, if any: ______________________________

____

Name of person preparing this report: ______________________________
Date: ______________ Title: ______________________________

PART VII

A.C.E. Special Report

American Council on Education

One Dupont Circle, Washington, D.C. 20036

November 14, 1969

COLLEGES AND MINORITY/POVERTY ISSUES

Bibliography and Other Resources

W. Todd Furniss
Director, Commission on Academic Affairs

The body of information about issues in the education of the poor and minorities is rapidly increasing. Although any bibliography on the topic will be soon outdated, requests to the American Council on Education for sources of information seem to warrant publication of this listing. The bibliographical sections include only such references as are fairly readily available. Omitted from the listings are references to work still in progress and organizations which, although concerned with aspects of the subject, do not appear to be in a position to respond usefully to requests for printed information or direct assistance.

Members of the Council will receive two copies of this Special Report so that presidents may, if they wish, pass one or both along to others who may now be working on the issues covered. The Special Report may be quoted and reproduced without restriction.

Contents

1. Bibliographical Aids
2. Surveys and Directories
3. Books, Articles, Reports
4. National and Regional Organizations

1. BIBLIOGRAPHICAL AIDS

Berry, Brewton. *The Education of the American Indians,* 1969. ERIC Document ED-026-545. Microfiche ($0.75) or book form ($8.90); ERIC Document Reproduction Service, National Cash Register Co., 4936 Fairmont Ave., Bethesda, Md., 20014. (Survey of literature and bibliography of more than 700 books, articles, and dissertations.)

Bibliographic Guide to the Negro World. Announced for publication by the Ministry of Education, Federal Republic of the Cameroun. 9,100 entries. Price: 3,500 CFA.

Bibliography: The Heritage of the Negro. Humanities Institute, Baldwin-Wallace College, Berea, Ohio, July 1968.

Bibliography on the Negro in the United States. Developed by Howard University. 948 items. University Microfilms, 300 North Zeeb Rd., Ann Arbor, Mich.

Bibliography on Youth Programs. President's Council on Youth Opportunity, April 1969, 17 pp. President's Council on Youth Opportunity, 801 19th St., N.W., Washington, D.C. 20006.

Catalog of Federal Domestic Assistance. Information Center, Office of Economic Opportunity, January 1969. 610 pp. Free; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Lists federally supported programs, their purposes, and principal publications. Programs involving colleges will be found chiefly but not exclusively under entries for USOE and OEO.)

ERIC Catalog of Selected Documents on the Disadvantaged. Number and author index (OE-37001), $0.65; Subject index (OE-37002), $3.00; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (1,746 documents dealing with the special educational needs of the disadvantaged, to 1966.)

Glancy, Barbara J. "Black Barbecue," *Changing Education,* Spring 1969, pp. 51-60. (Review and bibliography of children's books.)

IRCD Bulletin. Published by the ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, 525 West 120th St., New York, N.Y. 10027. Single copies free to appropriate professionals. (Articles, bibliographies. Bibliography of "Relevant Curriculum for Minority Groups and Black Studies," in preparation.)

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Research on the Disadvantaged: An Annotated List of Relevant ETS Reports. Educational Testing Service, Princeton, N.J., April 1969, 36 pp.

Turner, Darwin T. *Afro-American Bibliography of Literature*. Goldentree Series, Appleton-Century-Crofts, 1969.

2. SURVEYS AND DIRECTORIES

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Afro-American Council on Higher Education, Suite 907, Fox Plaza, San Francisco, Calif. 94102. (Services in setting up provisions for black education.)

American Association of University Professors, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036. (Program for assisting predominantly Negro colleges and universities.)

Association for the Study of Negro Life and History, 1538 9th St., N.W., Washington, D.C. 20001.

Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036. (Research and publication. Urban Language Series.)

Center for Urban Education, 105 Madison Ave., New York, N.Y. (A regional education laboratory of the U.S. Office of Education. Publishes *The Center Forum*.)

Cooperative College Development Program, Phelps Stokes Fund, 22 East 54th St., New York, N.Y. 10022 (Involves 45 small colleges in training for and planning fund-raising.)

Institute for Services to Education, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036. (Curricular services to predominantly Negro colleges; also is sponsor of a newly created national organization of presidents of Negro colleges.)

National Association for African-American Education, 103 East 125th St., New York, N.Y. 10035. (Personnel placement service center, fostering community control, reprint series, Commission on Black Curriculum (Pre-adolescent), idea bank. In planning stages: newsletter, literary journal, commission on black students.)

National Association for the Advancement of Colored People, 1790 Broadway, New York, N.Y. 10019.

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President's Council on Youth Opportunity, 801 19th St., N.W., Washington, D.C. 20006. (Publishes newsletters; "Bibliography on Youth Programs," 1969.)

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Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, Ga. 30313. (Publishes *SREB Regional Spotlight*, monographs, reports.)

United Board for College Development, 159 Forrest Ave., Atlanta, Ga.

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